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ABSTRACT

This report describes the second phase of a teacher learning cooperative project designed to coordinate the economic, physical, and human resources of a number of small elementary school districts in California and the Marin County Superintendent of Schools Office. Whereas the first phase dealt with the formation and implementation of the cooperative, the second phase was designed to remedy the organizational weaknesses of the original framework, and further refine the established structure. The report emphasizes those processes and strategies that are central to the development and implementation of professional growth at the elementary school level, and stresses evaluation and solution of problems. This second volume provides appendices of information about the program including attendance reports, minutes of meetings, county by-laws, evaluation forms and questionnaires, and other descriptive materials. (DS)

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# MARIN COUNTY TEACHER LEARNING COOPERATIVE

## PHASE II
## Volume 2

by

Robert A. Balzan

SP013974

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# APPENDIX A

Second Period Average Daily Attendance
Report Figures
1974-76

OFFICE OF
VIRGIL S. HOLLIS, MARIN COUNTY SUPERINTENDENT OF SCHOOLS
Corte Madera, California
1975-76

May 3, 1976

SECOND PERIOD AVERAGE DAILY ATTENDANCE REPORT FIGURES
INCLUDING ADA CREDITED TO DISTRICTS FOR INTERDISTRICT ATTENDANCE

| | Teacher Learning Corp | 1974-75 ADA | | 1975-76 ADA |
|---|---|---|---|---|
| Bolinas-Stinson | | 236.96 | | 264.99 |
| Dixie | $800 | 3,909.88 | | 3,662.32 |
| Fairfax | | 878.29 | | 868.40 |
| Kentfield | 800 | 1,321.81 | | 1,241.03 |
| Laguna Jt. | | 11.50 | | 14.13 |
| Lagunitas | 500 | 521.65 | | 504.73 |
| Larkspur | | 1,493.84 | | 1,442.20 |
| Lincoln | | 10.19 | | 13.86 |
| Mill Valley | 800 | 3,120.05 | | 3,073.72 |
| Nicasio | | 42.44 | | 46.37 |
| Reed | 800 | 1,870.85 | | 1,788.76 |
| Ross | 500 | 473.37 | | 456.00 |
| San Anselmo | 800 | 1,720.37 | | 1,709.00 |
| San Rafael Elementary | 800 | 4,339.46 | | 4,235.33 |
| Sausalito | 800 | 514.21 | | 508.64 |
| Union Joint | | 7.00 | | 8.64 |
| Novato Unif. Elem. | 7,829.11 | | 7,771.98 | |
| High | 3,547.55 | | 3,746.17 | |
| Total Novato (Add'l. (Novato) | 500 | 11,376.76 | | 11,518.15 |
| Shoreline Unif. Elem. | 500 613.19 | | 606.70 | |
| High | 231.17 | | 248.79 | |
| Total Shoreline Total: $ 7,660 | | 844.36 | | 855.49 |
| San Rafael High | | 4,546.86 | | 4,395.40 |
| Tamalpais High | | 6,000.62 | | 6,267.12 |
| College of Marin | 6,051.65 | | 6,409.01 | |
| Indian Valley | 973.29 | | 1,736.29 | |
| Total Marin Comm. College | | 7,024.94 | | 8,145.30 |
| Total Districts | | 50,265.41 | | 51,019.63 |

B-dn:5/76:50

## APPENDIX B

Summer Steering Committee Minutes
June 17, 1976

Marin County Teacher Learning Cooperative

MINUTES
Executive Committee Meeting
June 17, 1976

1. 1976-77 funding status for the Teacher Learning Cooperative (TLC)

   a. District commitments. We have attached a breakdown of the anticipated funds committed for participation in the Teacher Learning Cooperative by the school districts and the county schools office. Total projected revenue is $7,600.

   b. The TEAM applications for the course in "Understanding the Development of Self Esteem in Children" and the workshop in "Learning Theory" were not funded by the State Department of Education. The Executive Committee suggests that we follow up these applications by discussing why they were not funded with the TEAM consultant by inviting that person to a meeting in Marin County next fall to meet with the Teacher Learning Cooperative.

2. Schedule of 1976-77 inservice training activities:

   a. The EARLY DETECTION WORKSHOP will be conducted September 30 and October 1 at Dominican College. Approximately $500 is projected for the TLC funding for this workshop which will emphasize diagnostic and prescriptive procedures in the area of reading skill development. These all day workshops will be open to all interested teachers and be applicable to grades preschool through 8.

   b. UNDERSTANDING THE DEVELOPMENT OF SELF-ESTEEM IN CHILDREN. The subcommittee continues to effectively work toward developing a course series of 14 sessions to be held in the afternoon with an optional 3 units of credit at the minimum college unit processing cost. $ 1,050 is projected as to TLC support, $250 for coordinator-instructor of record, $50 per session for 14 sessions for consultants and $100 for materials.

c. LEARNING THEORY WORKSHOPS. A protege of Madeleine Hunter is interested in organizing two learning theory workshops, October 7 and 8 or October 7 and 14. These workshops may be held on a half day basis, 8:30 a.m. to 12:00 noon so as to minimize release time expenses from participating school districts (½ time subs). $1,000 in TLC funding has been projected for these Learning Theory workshops.

d. A METRIC WORKSHOP will be sponsored by the County Schools Office and will be held in February of 1977. There is no TLC funding involved in this workshop and this will be open to all participants at no cost.

e. MULTIGRADED EDUCATION. The Mill Valley School District is developing a series of 6 sessions which will deal with multigraded education. The anticipated cost as to projected TLC funding is $300. The multigrade education workshops will be held from 3 through 5 p.m. on January 10, 17, 24 and 31 and February 7 and 14. There will be no fees, open to all.

3. Future activities of the Marin County Teacher Learning Cooperative:

a. Approximately $2,850 in Teacher Learning Cooperative funding is projected for the five activities summarized above. This leaves significant funds available for other activities which will be based on a comprehensive needs assessment of teachers conducted in the fall.

b. The Executive Committee is also interested in an evaluation device with direct participation of teachers involved in the Teacher Learning Cooperative and will be working on this with the full committee. We have attached a reprint of an article recently published in the Marin Kindergarten Teachers Association Occasional Newsletter. We thought that you would be interested in this TLC write up in case you missed it.

We hope you're having a fine summer! We would welcome anyone and everyone at our next meeting of the Executive Committee which is scheduled for

August 25 at 1:00 p.m. at the Marin County Superintendent of Schools Office in Corte Madera. We hope you're having a fun summer and do try to attend the August 25 meeting so that we can keep things rolling.

COORDINATION OF DIVERSE EFFORTS

## TEACHER LEARNING COOPERATIVE

TEACHER INITIATED INSERVICE TRAINING

A dynamic new concept has become a reality with the formation of a Teacher Learning Cooperative comprised of nine different school districts and the Marin County Superintendent of Schools Office. A working committee of teachers, curriculum resource specialists and administrators has been meeting regularly since December to form the Teacher Learning Cooperative which incorporates the following major factors:

1. School districts are encountering limited inservice training resources and less staff turnover.
2. There is a significant need for diverse inservice training based on truly assessed teacher needs.
3. Teacher involvement in designing and carrying out inservice training is vital.
4. Duplication of inservice training efforts must be avoided.
5. Coordination and dissemination of inservice efforts needs to be improved between school districts.
6. Professional growth activities must be prioritized with the complex time pressures of today's educational system.

The Teacher Learning Cooperative has been formed with the intention of maximizing participation and direct involvement of teachers in all phases of designing, developing and conducting professional growth activities for instructional staff. A needs assessment was carried out involving a large number of teachers to identify six major inservice training activities for the 1976-77 school year. The six activities are specifically: (1) an early detection workshop, (2) a class dealing with student self-esteem, (3) a series of learning theory workshops, (4) a curriculum visitation guide, (5)a metric system workshop, and (6) a multigrade workshop.

These six inservice priorities were established through a survey of teacher needs within the nine school districts and the Children's Centers and Preschool Programs within the Marin County Superintendent of Schools Office. The nine participating districts presently active in the Teacher Learning Cooperative are:

DIXIE, KENTFIELD, LAGUNITAS, MILL VALLEY, REED,
ROSS, SAN ANSELMO, SAN RAFAEL, AND SAUSALITO

Each of these districts and the Children's Centers program will contribute financial support to help sponsor Teacher Learning Cooperative activities along with facilitating the active involvement of selected teachers to directly design and carry out the inservice training. The Teacher Learning Cooperative represents a revitalized emphasis on the direct involvement of teachers in designing, initiating and conducting inservice training to meet their needs. The Teacher Learning Cooperative is an outgrowth of a successful inservice training program within the San Anselmo School District which sponsored a working committee of teachers and administrators to design, initiate and carry out district inservice training last year as a pilot program. The success of their courses provided the framework for the Teacher Learning Cooperative to build upon to coordinate and revitalize inservice training between several districts. The result appears to be extremely positive with talk of increased district sharing of inservice training so that teachers of nearby school districts could profit by attending specific workshops and activities in adjacent districts. The future outcome appears to be the creation of a broad smörgasbord of inservice training activities to be shared through a master calendar so as to avoid duplication of efforts and conflicts. The six activities sponsored by the Teacher Learning Cooperative will be only part of the smörgasbord. It is also anticipated that the Teacher Learning Cooperative will broaden and be expanded as other school districts have expressed enthusiasm toward joining such a unique effort. It could be exciting next year to have diverse coordinated inservice training events truly reflecting teacher needs and guided by teachers.

PROFESSIONAL GROWTH EXPERIENCES BASED
ON ASSESSED NEEDS

## APPENDIX C

Summer Steering Committee Minutes
August 23, 1976

MINUTES OF AUGUST 23, 1976 MEETING

MARIN COUNTY TEACHER LEARNING COOPERATIVE

Those attending: Joe Denhart - County Office, Diane Janicula - San Rafael, Dave Martin - Mill Valley, Karen Patterson - San Anselmo, Bob Balzan - San Anselmo, Juanita Gaskins - Sausalito, Chuck Warfield - Dixie.

Items discussed

1. Early Detection Workshop - A flyer will be prepared and sent out to each TLC school. Registration should go through the TLC district representative. Maximum attendance: 60 people, 2 from each district. Time: September 30, October 1, 9 to 4. Release time to be provided by district. Particpants are asked to share gethered information within their own districts. Cost: $500 - $700 from TLC funds.

2. Self-Esteem Course - A flyer will be prepared and sent to each school. Maximum attendance: 50 people. Time: 15 sessions, January 5 through April 27, Wednesday evenings, 7:00 - 9:30 p.m.. Credits: Through Dominican at $9 a unit. Place: Ross School. TLC budget allocation - $1,500 - 2,000. $500 for coordinator, remainder for consultants. Enrollment: Contact Nancy Yates at Marin County Schools Office.

3. Learning Theory Workshop Steve Pitman, Madelaine Hunter's protege, has been impossible to contact during the summer. Joe Denhart has left a message and sent a letter to him telling him to place contact us before September 16. Any thoughts for exciting, charismatic leaders for Learning Theory Workshop? If so, please bring them to September 16 meeting just in case.

4. Teacher Certainty in the Multiage Classroom is the new rubric for the multigraded teaching workshop. Limit: 30 people. Location: Strawberry Point School, Mill Valley District. Time: Mondays, January 10 - February 14, 1977, 3:45 - 5:45 p.m.. Credits: Possible units. Instructor: Don Kline, M.A., Multi-Age Teacher and Extension Instructor, Sonoma State College. T.L.C. Budget of $300.

5. Metric Workshop Sid Smith will send out flyer for workshop. Time: Tentatively February, 1977. If you have any recommendations for format, please contact Sid.

6. Master calendar. Sid Smith of the County Office will coordinate between district activities. Once individual district activities are organized, a master calendar will be available. Attendance: call the sponsoring district's representative and give name.

7. Items to be developed:

   a. Procedures for paying course expenditures; committee to okay expenditures.

## APPENDIX D

Marin County Teacher Learning Cooperative
Contact Personnel

## DISTRICT AND SCHOOL CONTACT PERSONS

## FOR MARIN COUNTY TEACHER LEARNING COOPERATIVE

| District | Contact Person | Schools | Contact Person |
|---|---|---|---|
| Dixie | Chuck Warfield | Bernard Hoffman | Mike Close |
| | | Dixie | Mary Reid |
| | | Don Timotco | Terri Morse |
| | | Lucas Valley | Chuck Warfield |
| | | Mary Silveira | Jack Klippensteen |
| | | Miller Creek | Bernice Gilardi |
| | | Oak View | Hope Platzek |
| | | Santa Margarita | Jane McNair |
| | | Vallecito | Walt Vater |
| Kentfield | Bob Caine | Adaline E. Kent | Stella Kennedy |
| | | Anthony G. Bacich | Terrie Monte |
| | | Greenbrae | Lindy King |
| Mill Valley | Dave Martin | Alto | Esther Padway |
| | | Homestead | Bernice Lindsay |
| | | Marin Terrace | Robert DeVilbiss |
| | | Mill Valley Middle | Gretchen Bixby |
| | | Old Mill | Lynda Chittenden |
| | | Park | Dorothy Seig |
| | | Strawberry Point | Logan Miles |
| | | Tamalpais Valley | Robert DeVilbiss |
| Reed | Cathy Schengel | Bel Aire | B. J. Davis |
| | | Belvedere/Reed | Ann Miller |
| | | Del Mar | Cathy Schengel |
| | | Granada | Ed Mosconi |
| | | District Curr. Chairperson | Nancy Van Ravenswa |
| Ross | Margaret Elliott | Ross | Paul Russo |
| San Anselmo | Karen Patterson | Brookside | Carol Colglazier |
| | | Hidden Valley | Bob Balzan |
| | | Red Hill | Karen Patterson |
| | | Sleepy Hollow | Adrienne Sweeting |
| | | Wade Thomas | Dee Shaw |
| San Rafael | Jon Slezak | Bahia Vista | Euril Wilson |
| | | Coleman | Anne Fritz |
| | | Davidson | David Drake |
| | | Gallinas | Donna Norris |
| | | Glenwood | Shirley McArdell |
| | | Laurel Dell | Joe Marrino |
| | | John MacPhail | Judith Ryan |
| | | San Pedro | Luella Wiese |
| | | Santa Venetia | Diane Janicula |
| | | Sun Valley | Lorna Fleming |
| Sausalito | Emy Sorter | Bayside | Emmy Sorter |
| | | Martin Luther King | Elizabeth Jones |

## APPENDIX E

**Marin County Teacher Learning Cooperative**
**Administrative Structure and Bylaws**

Marin County Teacher Learning Cooperative

Administrative Structure and By-Laws

Article I - Intent of the Advisory Board

The Marin County Teacher Learning Cooperative (TLC) Advisory Board shall serve as a decision making body responsible for: one, organizational and operational procedures; two, goals and objective formulation; three, program implementation; and four, evaluation methods.

Article II - Composition of the Advisory Board

The Marin County TLC Advisory Board will consist of teacher and administrative representatives appointed by or selected from participating school districts. Board composition will be governed by the following guidelines:

(1) Minimum teacher participation will be maintained at no less than a 50% level.

(2) District Board representation will not exceed three (3) delegates.

(3) Maximum per district teacher/administrator Board membership ratio will not exceed 2:1.

(4) Total membership of the Board shall not surpass thirty (30) delegates.

(5) Membership vacancies will be filled at the discretion of the district incurring the loss.

(6) Individual membership appointment will be no more than three (3) consecutive years.

(7) Individual representatives will be appointed or selected for one year terms.

Article III - Responsibilities of Board Members

Individual members from participating districts will be responsible for the following:

(1) Conveying all relevant staff professional growth and development data to the Board.

(2) Transmitting all Board decisions to individual school staffs for final teacher approval.

(3) Participating in needs assessment, goal formulation, and program development procedures.

(4) Attending monthly TLC Advisory Board meetings.

Article IV Responsibilities of the Chairperson

The chairperson shall be nominated from and selected by a majority of the TLC Advisory Board. Responsibilities and guidelines for the chairperson will be as follows:

(1) Presiding over TLC Advisory Board meetings.

(2) Coordinating research, implementation, and evaluation projects.

(3) Developing and maintaining an efficient management system for TLC operation.

(4) Disseminating TLC data to participating district liaisons.

The TLC chairperson will assume his or her position on July 1 of each year. A chairperson shall not occupy that position for more than two consecutive years.

Article V. Responsibilities of Subcommittee

TLC subcommittees will be appointed at the discretion of the Marin County TLC Board. Responsibilities will include research, professional growth and development activity development, and subsequent evaluation procedures. Subcommittee chairpersons will be selected by the subcommittee membership.

Article VI. Responsibilities of the Recording Secretary

The TLC recording secretary shall be selected by a vote of the TLC Advisory Board. Secretarial responsibilities will include:

(1) Recording minutes of each TLC meeting

(2) Submitting those minutes to the TLC chairperson for approval.

(3) Having the TLC minutes duplicated and disseminated to all TLC school staffs and district offices.

## APPENDIX F

**Sample ERIC Research for Teacher Center Structure and Evaluation**

# educational resources center

(a formal cooperative of the county office of education)

Request Received: 2/28/77
Mailed: 3/11/77

Robert Balzan
1000 Sir Francis Drake Blvd.
San Anselmo, CA 94960

Enclosed is material you requested from the Educational Resources Center.
(IT IS YOURS TO KEEP.)

Topic of Search: TEACHER LEARNING CENTERS: structure, guidelines, implementation, evaluation, evaluation forms, and needs assessment instruments.

(X) Microfiche and/or photocopy enclosed.

( ) Computer printout enclosed. Ordering instructions included.

( ) Abstracts enclosed. Whole microfiche document available from the Center on request.

( ) Abstracts enclosed. Document(s) not available from the Center. Ordering source indicated.

( ) Documents not available.

(X) See NOTE below for further explanation.

We hope you will find the enclosed material of value to you in your work. If we may be of further assistance, please feel free to contact the Educational Resources Center.

Search completed by: Eileen Padar

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

NOTE:

Enclosed you will find materials which discuss most of the aspects of a Teacher Center which you submitted for research. Unfortunately, after reading both ERIC microfiche documents and articles from the Education Index, I was unable to find materials which provided evaluation forms for a Teacher Center. But I do hope that the materials which I have sent prove helpful in designing your center. If I can be of further assistance, please feel free to contact me.

Eileen Padar
Eileen Padar

333 MAIN STREET · REDWOOD CITY, CA 94063 · (415) 364-5600

## APPENDIX G

**Sample Administrative Structure and Bylaws Response**

# THE ADVISORY

## Membership

The Advisory will be a network of people from diverse areas of education. Members will be selected from several geographical locations and from various professional backgrounds.

Learning Exchange staff members will serve as advisory members and sponsors.

Representatives from the following professional areas will serve as members: teachers, principals, curriculum specialists, school district administration, service group leaders, college instructors, state office of education, private schools, volunteer groups, community educational resources, community educational leaders, teacher organizations.

Representatives from the following geographical areas will serve as members: North Kansas City, Stanley-Stilwell, Independence, Raytown, Blue Springs, Lee's Summit, Grandview, Center, Kansas City Mo., Kansas City Ks, Shawnee Mission, Parkhill, Hickman Mills, Lawrence.

## Purposes

The Advisory will

- provide an arena for the exchange of educational ideas.
- improve communication channels between and within existing groups.
- develop contacts with people from diverse geographical and professional areas.
- provide advice to each other in advisors' professional areas of skill.

## Tasks

The purposes of the Advisory are written in a general form. Specific tasks will be determined by responses to a questionnaire at the November 10 meeting. The Learning Exchange will serve as the coordinator of various programs. The Advisory members will be instrumental in the development of the programs in which they are interested.

## Structure

General Meetings - There will be two general meetings scheduled yearly. One meeting will be held in the fall and the second in the spring.

Sub-Meetings - Groups of members may decide to gather for educational forums, professional meetings, or to discuss educational issues. A survey will be taken at the first meeting to determine the interest in sub-meetings. Advisory members will be the initiators of the sub-meetings. The Learning Exchange staff will help facilitate the meetings.

Personal Contacts - Each member will receive a directory of Advisory Members. Occasionally, contacts will be made between members for the purpose of requesting advice. The member will be asked to provide advisory assistance only in the member's professional area of skill. As Adviscry members, The Learning Exchange staff will request and provide assistance.

## APPENDIX H

Marin County Teacher Learning Cooperative
Minutes
September 16, 1976

MINUTES OF SEPTEMBER 16, 1976 MEETING

MARIN COUNTY TEACHER LEARNING COOPERATIVE

Those attending: Joe Denhart - County Office, Bernice Velardi - Dixie, Elizabeth Jones - Sausalito, Emmy Sortor - Sausalito, Sid Smith - County Office, Karen Patterson - San Anselmo, Diane Janicula - San Rafael, Mary Batchelder - County Office, Chuck Warfield - Dixie, Chuck Lavaroni - Dominican College, Dee Shaw - San Anselmo, Tecy Banta - San Rafael, Jon Slezak - San Rafael, David Martin - Mill Valley, Bob Balzan - San Anselmo

Items discussed

1. Early Detection Workshop - TLC representatives disseminate fliers to each school in their district. Since released time is involved interested teachers are to go through their district office for registration. Maximum attendance: 60 people, 2 to 3 from each district. Time: September 30, October 1; 9:00 to 4:00.

2. Self-Esteem Course - A flier will be prepared and sent to each school. Maximum attendance: Tentatively 30 to 40, 3 from each district. Time: 15 sessions, January 5 - April 27, Wednesday evenings, 7:00 - 9:00 p.m. Credits: 3 units at $9 a unit, through Dominican. Enrollment: Contact Nancy Yates at Marin County Schools Office.

3. Learning Theory Workshop - new title - Understanding Learning Theory and its Application to the Classroom Instructor: Ms. Joan Maxwell, UCLA (Madeline Hunter's protege). Court description: Teacher revitalization in the classroom, a look at new learning theories underlying instructional efforts. Time: Wednesday, October 13 and Thursday, October 14, 8:30 a.m. - 4:00 p.m. Place: Ralston L. White Conference Center, 2 El Capitan, Mill Valley. Cost: $70 fee (includes lunch). Registration: since release time is involved, go through your district office. Maximum attendance: 50. Final registration with Nancy Yates, County Schools Office.

4. Teaching with certainty in the Multiage Classroom - Limit: 30 people. Location: Strawberry Point School, Mill Valley. Time: 6 Monday sessions, January 10 - February 14, 1977, 3:45 - 5:45. Credits: will be looked into. Registration: Contact Nancy Yates at County Schools Office.

5. Metric Workshop - A flier will be sent to all schools. Time: February, 1977.

6. Extra-Parent Effectiveness Training for Teachers - Course description: a thirty hour course designed to significantly increase the effectiveness of relationships between parent and child. It is a practical, educational experience focusing on communication skills, problem-solving techniques, counseling skills, and methods for productive conflict resolution. Time to be scheduled next Spring as a new course offering for the TLC. Christina Oldenburg, psychologist, Sausalito School District, will be the instructor.

7. Master Calendar - to expedite organization for the 1976-77 school year please make sure your curriculum director advises Sid Smith of all inservice activities that will be open to outside districts.

8. Budget - Accounting will be handled by the San Rafael School District. Consultant fee: maximum of $200 a day. If more, must be approved by TLC Committee. Six districts have paid TLC fees for this year.

9. Needs assessment for 1976-77 - to be completed by March, 1977. A subcommittee will develop new format.

10. Evaluation - new evaluation forms for each course or activity will be based on the Dominican College model. Reoffering of courses will be contingent on evaluation data. Needs for course modification will be inherent in evaluation form.

11. Additional activities: Dr. Paul F. Brandwein, science and social science consultant, will be contacted by Joe Denhart. Hopefully a non-cost workshop on contemporary education will be offered in the near future.

12. Misc. - for consistency and appeal it has been agreed that all TLC correspondence be done on brilliant lime paper this year!

13. Next meeting: Thursday, November 18, Rafael City Schools Office, 9:00 a.m. - 12:00 noon.

## APPENDIX I

Sample Marin County Teacher Learning Cooperative
Agenda
November 18, 1976

Marin County
Teacher Learning Cooperative
Committee Meeting
Thursday, November 18, 1976
9:00 a.m. - 12:00 noon, San Rafael City Schools

# A G E N D A

1. Reports on Early Detection and Learning Theory Workshops.

   a. Evaluation
   b. Followup

2. Progress Reports on Future Planned Activities

   a. Self-Esteem Course
   b. Teaching with Certainty in the Multi Age Class
   c. Metric Workshop
   d. Needs Assessment Update
   e. Master Calendar

3. Need for Improvement/Expansion of Identified Teacher Reps by School Sites

   a. Need to improve communication of courses and activities.

4. Broader coordination with other Curriculum Groups

   a. Social Studies Council
   b. Math, Art, etc. groups

5. Consideration of Fees for Teachers from Non-member Districts.

   a. Set fee for non-member District Teachers

6. Revision of Evaluation Form

   a. Add the following questions:
      (1.) To what extent did this workshop meet your needs?
      (2.) Do you think the course should be offered again?
      (3.) Would you like an ongoing followup?

7. Evaluation of activities in general for teachers.

8. Proposed new activities:

   a. Music/Storytelling Workshop for Elementary School Teachers by Neill and Vald Whitman
   b. Education Computer Center for Schools Workshop by Annie and David Fox.

## APPENDIX J

**Sample Course Evaluation Form Research**

DOMINICAN COLLEGE
EXTENSION PROGRAM

COURSE EVALUATION

Course No. _____ Title: _____

Location: _____ Dates: _____ - _____

Instructor(s): _____

1. What were your personal objectives when you enrolled in this course?

2. To what extent were they met? (Completely - Partially - Not At All)

3. Would you recommend that this course be offered by Dominican College in the future?

4. On the following scale how would you rate the CONTENT of this course?

OUTSTANDING VERY GOOD GOOD ADEQUATE POOR

Comments:

5. How would you rate the ORGANIZATION of this course?

OUTSTANDING VERY GOOD GOOD ADEQUATE POOR

Comments:

6. How would you rate the INSTRUCTOR of this course?

OUTSTANDING VERY GOOD GOOD ADEQUATE POOR

Comments:

7. What suggestions do you have for improving this course?

8. How did you hear about this course?

## APPENDIX K

**Marin County Teacher Learning Cooperative**
**Activity Evaluation Form**

MARIN COUNTY TEACHER LEARNING COOPERATIVE

EVALUATION SHEET

Workshop/Course Title: _____

Location: _____ Dates: _____

Instructor(s): _____

1. On the following scale how would you rate the CONTENT of this workshop?

OUTSTANDING VERY GOOD GOOD ADEQUATE POOR

Comments:

2. How would you rate the ORGANIZATION of this workshop?

OUTSTANDING VERY GOOD GOOD ADEQUATE POOR

Comments:

3. How would you rate the INSTRUCTOR(S) of this workshop?

OUTSTANDING VERY GOOD GOOD ADEQUATE POOR

Comments:

4. What suggestions do you have for IMPROVING this workshop?

5. To what extent did this workshop meet your NEEDS?

6. Do you think the course should be OFFERED AGAIN?

7. Would you like an ONGOING FOLLOWUP?

1/1977

## APPENDIX L

**Sample Teacher Center Evaluation Response**

Education
Resource
Center

3171 no. halsted (2nd floor)
chicago, illinois 60657
312/935-1151

April 30, 1977

Mr. Robert A. Balzan
61 Windsor Avenue
San Rafael, California

Dear Mr. Balzan:

Thank you for your letter of April 14, 1977 requesting information about evaluation procedures at the Education Resource Center (ERC). ERC staff has designed and implemented a variety of evaluation measures.

Workshop evaluations are issued after each workshop. These provide honest, immediate feedback. The over-all quality of the workshop evaluations has been high. There is an increasing number of participants returning for other workshops. Evaluation suggestions have helped staff to improve workshop formats, increase the accuracy of workshop descriptions and to assure thorough workshop preparation by leaders.

In an effort to seek long-term evaluations of ERC's workshops and services, a six month evaluation was issued to all ERC members, mailing lists, and workshop participants in August, 1976. To our disappointment, few were returned. Staff concluded that participants are just too busy to fill out and return lengthy evaluations. Therefore, experimenting with other means of receiving long-term evaluation has taken the following forms:

1. Periodic inquiry of the usefulness of specific programs to ERC users through follow-up phone calls and person-to-person interaction.

2. Surveying the number of persons returning to the Center. Currently, ERC is utilized by approximately 500 persons each month, one-half of whom are regular users.

3. Upon occasion, we collect written "testimonials" from persons using the Center about their relationship with ERC--their feelings, the role of the Center, suggestions, etc. The Center receives, upon occasion, unsolicited feedback, usually in the form of a thank you note.

In addition, ERC is documenting the growth of the Center's programs through photographs and staff reports. It is early to judge the long

(continued)

term effectiveness of the Center. What staff can report is that ERC participation is high, that the community of regular users is steadily growing, and that membership support indicates that persons are finding that ERC workshops, services, and resources are useful and meaningful.

Enclosed are some sample forms that ERC has used in evaluation for your reference. If I can be of further assistance, please let me know.

Sincerely,

Dianne L. Sautter

Dianne L. Sautter
ERC Director

LDS:rcw
Enclosure

## APPENDIX M

**Marin County Teacher Learning Cooperative**
**Evaluation Questionnaire**

MARIN COUNTY TEACHER LEARNING
COOPERATIVE EVALUATION QUESTIONNAIRE

MAY 5, 1977

The purpose of the Marin County Teacher Learning Cooperative (TLC) is to collectively offer professional growth and development activities to members of participating districts.

To insure maximum development of the cooperative it is imperative that these activities be based on the perceived needs and interests of the staffs represented.

The following questions have been designed to indicate to what extent the TLC has met those objectives and what steps might be taken to improve its performance. Therefore, please help us and yourselves by taking the time to respond to the following queries. We are requesting a sample of teachers from each member district respond.

Thank you.

Your school district:

San Rafael Elem. _____
Dixie _____
Kentfield _____
Mill Valley _____
Reed _____
Ross _____
San Anselmo _____
Sausalito _____
Shoreline (Ele.) _____
Marin County Schools _____

Your grade level:

PS - 3 _____
4 - 6 _____
6 - 8 _____

| | Yes | No |
|---|---|---|
| 1. Prior to this questionnaire, did you know what the Teacher Learning Cooperative was? | _____ | _____ |
| 2. Does your staff regularly receive information regarding TLC workshops and activities? | _____ | _____ |
| 3. Have you ever participated in a TLC activity? | _____ | _____ |
| 4. In the past year, have you participated in inservice activities other than those offered by the TLC? | _____ | _____ |
| 5. Do you support the concept of a teacher initiated and directed professional growth and development committee? | _____ | _____ |

6. In your opinion, what could the TLC do to encourage your participation in TLC activities: Check as many as are applicable.

| | | |
|---|---|---|
| a. Improve its communication process | _____ | _____ |
| b. Offer a greater variety of courses | _____ | _____ |
| c. Offer courses closer to your school | _____ | _____ |
| d. Establish a permanent TLC facility | _____ | _____ |
| e. Other_____ | _____ | _____ |

| | Yes | No |
|---|---|---|
| 7. Attached is a list of courses and/or workshops for 1977/78. Do you presently plan to participate in any of these activities? | ____ | ____ |
| If your answer is no, was it because: | | |
| a. The proposed courses did not meet your needs or interests. | ____ | ____ |
| b. You're not interested in any inservice at this time? | ____ | ____ |
| c. You're currently enrolled in another program and don't have the time? | ____ | ____ |
| d. You desire further information | ____ | ____ |
| e. Other_____ | | |
| 8. Do you feel that the courses offered by the TLC meet your general needs and interests? | ____ | ____ |

Thank you.

The Teacher Learning Cooperative

PLEASE RETURN TO SID SMITH, MARIN COUNTY SUPT. OF SCHOOLS OFFICE

## APPENDIX N

Marin County Needs Assessment Questionnaire,
1975-76

SAN ANSELMO SCHOOL DISTRICT

MARIN COUNTY COOPERATIVE STAFF

DEVELOPMENT COMMITTEE QUESTIONNAIRE

Below are a number of items that might serve as a nucleus for professional growth and development courses and/or workshops. Please look them over, adding any topics you feel might aid you in your classroom, and then prioritize these items based on your perceived greatest needs and interests.

| General Description | Rank |
|---|---|
| Mainstreaming, how to work with resource specialists and/or children being integrated from special education back into the regular classroom | ____ |
| Metric system | ____ |
| A list of special, innovative, or different programs being offered in Marin County Schools that might be visited for curricular ideas | ____ |
| Working with the incoming five year olds | ____ |
| Training for evaluation and selection of state adopted texts | ____ |
| Developing self-esteem in youngsters, preferred age level or levels ____ | ____ |
| Available community resources and how to use them | ____ |
| Various ways of student evaluation (parent conferencing, grades, etc.) | ____ |
| Parent Education. Parent Effectiveness Training and Communication | ____ |
| Community interaction. How do we involve the community? | ____ |
| Early detection procedures for children with learning handicaps and how to work with them | ____ |

| General Description | Rank |
|---|---|
| Psycho motor development techniques | ____ |
| Pilot testing of state adopted materials with follow-up workshops | ____ |
| Materials resource center | ____ |
| Various reading programs | ____ |
| Pooling of County programs, resources, etc. | ____ |
| Coordination of information on the special education youngster | ____ |
| Competency by grade level | ____ |
| Graduation requirements | ____ |
| Training in a teacher development management program for E.C.E. | ____ |
| County grade level meetings in specific curricular areas as determined by interest, need | ____ |
| Community needs assessment techniques and how to use them | ____ |
| How to utilize, train, and work with parent aides | ____ |
| Coordination of instructional materials with teacher objectives | ____ |
| Knowing what new materials are available. Where are they, what are they, and how do they work? | ____ |
| Coordination of P.E. in the elementary grades. Program development continuum | ____ |
| New ideas. What's going on in education? What is it that I don't even know enough to ask the questions about? | ____ |
| Analyze conventional teaching methods and innovative teaching methods | ____ |

| General Description | Rank |
|---|---|
| The angry child and the passive child | ____ |
| Learning centers for grades 4 through 8 | ____ |
| Workshops in science and social studies centers for grades K-8 | ____ |
| How do people learn? Exploration of current learning theories | ____ |
| How can the teacher be an effective PR person. Do you understand parents? | ____ |
| How can we support the teacher as a human being? | ____ |
| Understanding the adolescent child | ____ |
| The child with the single parent | ____ |
| Dealing with children's feelings in the classroom | ____ |
| Evaluation -- control and experimental programs. How research methods and techniques can be used | ____ |
| Micro-Teaching. What is it? | ____ |
| How do we use video tape equipment? | ____ |

RB:cb
2/4/76

## APPENDIX O

**Sample Needs Assessment Research Instrument**

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

# The TEACHER LEARNING CENTER

500 Corbett Avenue
San Francisco, Ca. 94114 (415) 864-1576

We're asking for your help again as we plan additional staff development programs for Spring and Summer '76. We need and want to hear from you so that we can provide the kinds of staff development programs you really want.

1. Level of Interest: (circle)

   Early Childhood  Primary  Intermediate
   Junior High  High School  Other: _____

2. Convenient Days and Times:

   ___ Monday ___ Tuesday ___ Wednesday ___ Thursday ___ Friday

   ___ 3:30-5:30 ___ 4:00-6:00 ___ 6:30-8:30 ___ 7:00-9:00

   ___ Saturdays: ___ 9:00-12:00 ___ 12:00-3:00 ___ 9:00-3:00

   ___ Summer Vacation: ___ June ___ July ___ August

   ___ 9:00-12:00 ___ 12:00-3:00 ___ 9:00-3:00

3. TLC Services Previously Used:

   ___ Open Workshop ___ Mini-Courses (1 or 2 sessions) ___ Lending Library

   ___ Courses (8 or more hrs. for 1 program) ___ Individualized Assistance from TLC Staff

4. Possible Topics for Staff Development Programs:

   ___ Methods of school and class organization and management

   ___ New Materials

   ___ Learning Centers

   ___ Ideas for various LC, e.g. Science, Lang. Arts, etc..

   ___ Courses on recent educational research

   ___ Alternative methods of teaching academic subjects

   ___ Planning & Developing Syllabus for Specific Areas

ARTS

___ Puppetry

___ Rug Hooking

___ Crafts for Holidays

___ Weaving

___ Macrame

___ Cardboard Carpentry

___ Cooking in the Classroom

___ Others (specify) _____

_____

MEDIA

___ Photography

___ Video-Taping

___ Film-Strip Making

EARLY CHILDHOOD EDUCATION

___ Activities for reading, language arts, mathematics, science....

___ Others (specify): _____

_____

SCIENCE

___ Activities for classroom

___ Science as a base for Oral/Written Language

___ Study of specific areas, e.g. electricity, plants, geology, planets, etc.

___ Implementing texts currently adopted

___ Others (specify): _____

_____

SOCIAL STUDIES

___ Multi-Ethnic, Multi-Cultural

___ Black ___ Chinese

___ Latino ___ Native American

___ Japanese ___ Filipino

___ Samoan ___ Viet Nanese

___ Korean ___ Italian

___ Irish ___ German

___ Jewish ___ Other _____

___ Bi-Centennial

MATHEMATICS

___ Metrics

___ Implementing the texts currently in use

___ Use of appropriate supplementary materials with reinforcement and/or enrichment

___ Others (specify): _____

_____

READING/LANGUAGE ARTS

___ Implementing texts currently in use

___ Design and sharing of appropriate supplementary materials (commercial and teacher-made) for reinforcement and/or enrichment

___ Word Attack Skills

___ Comprehension Skills

___ Drama Improvisation

___ Literature/Story Telling

___ Writing Stories - Composition

___ Others (specify): _____

_____

SELF-ESTEEM

___ Transactional Analysis

___ Values Clarification

MUSIC

___ Guitar

___ Implementing Current Texts

___ Dance Movement for Classroom

5. Consultants you would like to suggest for TLC Programs:

Name _____ Subject Area _____

_____ _____

6. I have a classroom activity I would like to share through the TLC.

Describe: _____

_____

7. Any Other: _____

_____

_____

Thank you!

Name (Optional): _____

School: _____

## APPENDIX P

Marin County Teacher Learning Cooperative
Inservice Needs Assessment Questionnaire

MARIN COUNTY TEACHER LEARNING COOPTRATIVE
INSERVICE TRAINING NEEDS ASSESSMENT QUESTIONNAIRE

Now due Feb. 23

DATE DUE: January 17, 1977

RETURN TO: Joe Denhart
Marin County Schools Office
201 Tamal Vista Blvd.
Corte Madera, Calif. 94925

Name_____

School_____

Place the numeral which corresponds with your grade level in the blank below:
Grade Level: (1) Preschool-K (2) 1-3 (3) 4-6 (4) 7-8 (5) 9-12

_____

Indicate the areas of high interest to you by placing the corresponding numerals in the space at the left. Feel free to list up to five items. You will receive a tabulation of our findings.

Please note on the back of this questionnaire any information which would help the instructor in planning the course. (Include item number.)

ART:

1. Ideas and Techniques
   Examples: Stitchery-Macrame-Weaving-Rug Making

LANGUAGE ARTS:

2. Spelling
3. Writing
4. Skills (Writing)
5. Listening
6. Creative Dramatics
7. Writing Skills
8. Others _____

MATHEMATICS:

9. Cuisenaire
10. Neufeld Math
11. Games and Puzzles
12. Remedial
13. New Methods and Techniques

_____

_____

14. Other:

_____

_____

MUSIC:

15. So you Need Help with Music?
16. Music Appreciation
17. Others:

_____

PHYSICAL EDUCATION:

18. Movement Exploration
19. Developmental P.E.
20. Folk Dancing
21. Physical Fitness
22. Ideas
23. Others:

_____

READING:

24. Story Telling
25. Remedial
26. Individualized
27. Phonetics
28. Distar Reading
29. New Trends in Reading
30. Reading for enjoyment
31. Others:

_____

SCIENCE:

32. Concepts in Science
    a. Experiments
    b. Inquiry Method
    c. Experimental Approach
    d. Others:

_____

SOCIAL STUDIES

33. Multi-cultural
34. Concepts and Values
35. Enrichment
36. Research Skills
37. Report Writing
38. Reading in Social Studies
39. Textbook selection
40. Familiarization with new state framework
41. Others

INDIVIDUALIZED INSTRUCTION

42. Principles, Philosophy, Getting Started, and Classroom Organization: What is individualized instruction and how does it work? How to get started, and how classrooms can be organized to promote individual learning.
43. Record Keeping and Evaluation: What information should be kept? How recorded? What methods can be used to evaluate materials, student progress, and program effectiveness?
44. Learning Centers: What are they and how are they used?
45. Contracts: What are they and how are they used?
46. Open School Approach to Individualized Instruction.
47. Study skills.
48. Others:

_____

SPECIAL PROGRAMS:

49. Cross-age tutoring and peer teaching-student learning teams.
50. Inquiry training
51. Behavior modification
52. Communication and Human Relations
53. Small Group discussion techniques
54. Simulation games
55. COPE
56. Programmed Learning
57. Self-Enhancing Educ Program
58. Open Space Classrooms
59. Parent (teacher) Effectiveness Training
60. Piaget
61. Perceptual Motor Skills
62. Team teaching, planning
63. Auditory Perception
64. The Open School
65. Aides
66. Curriculum for Gifted Programs
67. Drug, VD
68. Multimedia skills
69. Sex Stereotyping
70. Values Clarification
71. Environmental studies
72. Others:

_____

AUDIO/VISUAL METHODS AND MATERIALS:

73. Specific suggestions for Inservice:

_____

_____

_____

74. Multi Media Methods

HOME-SCHOOL COMMUNICATIONS:

75. Innovative Conferencing
76. Others:

_____

_____

- - - - - - - - - - - - - - - - - - - - - - - -

In the column at the left, place the corresponding numeral for the time(s) and method(s) which would generally be most convenient for you to participate in Inservice activities.

INSERVICE OPPORTUNITIES:

When:
1. Afternoons
2. Evenings
3. After School
4. Minimum Day
5. Other:

_____

How:
1. Two-hour minicourses
2. Visitations
3. Readings
4. Recordings or Videotapes
5. Workshops (some materials provided)
6. Multi-Session Course
7. Other:

_____

Would you be interested in receiving college credit for inservice work?
1. Yes
2. No

.....Developed by TLC, County Schools

## APPENDIX Q

Marin County Teacher Learning Cooperative
Inservice Needs Assessment Questionnaire
Tabulation
1975-76

SAN ANSELMO SCHOOL DISTRICT

MARIN COUNTY COOPERATIVE STAFF

# DEVELOPMENT COMMITTEE QUESTIONNAIRE

## TABULATION

Below are a number of items that might serve as a nucleus for professional growth and development courses and/or workshops. Please look them over, adding any topics you feel might aid you in your classroom, and then prioritize these items based on your perceived greatest needs and interests.

| | General Description | Rank |
|---|---|---|
| | Mainstreaming, how to work with resource specialists and/or children being integrated from special education back into the regular classroom | 56 |
| * | Metric system | 101 |
| * | A list of special, innovative, or different programs being offered in Marin County Schools that might be visited for curricular ideas | 122 |
| | Working with the incoming five year olds | 26 |
| | Training for evaluation and selection of state adopted texts | 35 |
| * | Developing self-esteem in youngsters, preferred age level or levels _____ | 125 |
| | Available community resources and how to use them | 96 |
| | Various ways of student evaluation (parent conferencing, grades, etc.) | 30 |
| | Parent Education. Parent Effectiveness Training and Communication | 54 |
| | Community interaction. How do we involve the community? | 36 |
| * | Early detection procedures for children with learning handicaps and how to work with them | 115 |

| General Description | Rank |
|---|---|
| Psycho motor development techniques | 82 |
| Pilot testing of state adopted materials with follow-up workshops | 49 |
| Materials resource center | 139 |
| Various reading programs | 72 |
| Pooling of County programs, resources, etc. | 64 |
| Coordination of information on the special education youngster | 33 |
| Competency by grade level | 41 |
| Graduation requirements | 14 |
| Training in a teacher development management program for E.C.E. | 35 |
| County grade level meetings in specific curricular areas as determined by interest, need | 74 |
| Community needs assessment techniques and how to use them | 23 |
| How to utilize, train, and work with parent aides | 70 |
| Coordination of instructional materials with teacher objectives | 35 |
| Knowing what new materials are available. Where are they, what are they, and how do they work? | 116 |
| Coordination of P.E. in the elementary grades. Program development continuum | 60 |
| New ideas. What's going on in education? What is it that I don't even know enough to ask the questions about? | 107 |
| Analyze conventional teaching methods and innovative teaching methods | 55 |

| General Description | Rank |
|---|---|
| The angry child and the passive child | 104 |
| Learning centers for grades 4 through 8 | 66 |
| Workshops in science and social studies centers for grades K-8 | 116 |
| How do people learn? Exploration of current learning theories | 96 |
| How can the teacher be an effective PR person. Do you understand parents? | 65 |
| How can we support the teacher as a human being? | 67 |
| Understanding the adolescent child | 45 |
| The child with the single parent | 72 |
| Dealing with children's feelings in the classroom | 132 |
| Evaluation -- control and experimental programs. How research methods and techniques can be used | 42 |
| Micro-Teaching. What is it? | 28 |
| How do we use video tape equipment? | 38 |

Suggested) Additional categories:

| | |
|---|---|
| Sex stereotyping | 3 |
| Value clarification | 4 |
| Multi-grade level instruction | |
| Crisis counseling | |
| Reading and Language Arts and writing | |
| County Insurance for Speech and Language Therapists | |
| Primary math skills methods for grades 4-8 | |
| Techniques of conferencing | |

RB:cb
2/4/76

## APPENDIX R

Marin County Teacher Learning Cooperative
Minutes
November 18, 1976

MARIN COUNTY TEACHER LEARNING COOPERATIVE

MINUTES, NOVEMBER 18, 1976

I. Progress and Evaluation of Concluded Activities

Early Detection Workshop Evaluation data by Jon Slezak indicated that the workshop was extremely successful and productive, and that follow-up activities are in order. He is, therefore, proposing three additional sessions with Lenore Slesinger for sometime in January. The sessions will be open to past participants as well as other interested individuals. Dates and times will be determined by teacher preference with perhaps a half day of released time provided for the initial session.

Learning Theory Workshop Since Joe Denhart was not available for evaluation presentation, the topic will be discussed at our next meeting.

II. Progress of Future Activities

Self-Esteem Course Fliers have been distributed. Briefly the course will be conducted from January 5 through April 27 on Wednesday evenings from 7:00 to 9:30 p.m.. Content will be related to developing self-esteem, communication, the single parent family, and parent/teacher relationships. Cost: $30 for 3 units of Dominican credit. Enrollment: Contact Nancy Yates, 924-9500, extension 64. First come, first serve basis. Court location: Ross School.

Teaching with Certainty in the Multi-Age Class Fliers enclosed and distributed.

Metric Workshop A workshop dealing with a basic understanding of metrics and processes for instruction will be presented by the County in February. Suggestions to be incorporated include materials and instruction to be relevant to and determined by the various grade levels, and participation to be limited to no more than 30 per session. More definitive data will be forthcoming.

Dr. Paul F. Brandewein Retreat Dr. Brandewein, a phenomenal speaker, entertainer, and educational catalysist, has graciously offered his services for an educational retreat for April 9-10. Further information will be coming as we are trying to change date as it immediately precedes Easter Recess.

III. Master Calendar

Of primary importance is the development and dissemination of a master calendar for 1976-77 inservice activities. Such a calendar should be mailed to each participating TLC school within two weeks. If your district has any type of educational inservice activity that might be beneficial and open to other teachers please contact Sid Smith immediately at 924-9500, extension 64. Thanks.

It was also agreed that the Marin Social Studies Council, the Marin Reading Council, and other Marin groups offering professional growth and development activities be contacted so coordination of activities might take place. Joe Denhart will contact the Marin County Kindergarten Teachers Association, Bernice Gelardi, the Reading Council, and Sid Smith, the Bay Area Writing Workshop. If you know of any other resources, please contact Joe Denhart or Sid Smith at 924-9500.

IV. Needs Assessment

It was agreed that a simple needs assessment be done as soon as possible in order to determine new priorities and directions for 1977-78. Jon Slezak presented an inservice needs assessment inventory model that was modified by

the TLC Council. Further modifications are to be phoned to Joe Denhart no later than Tuesday, December 14. The final draft will then be sent out to all teachers in TLC districts for completion.

V. Information Dissemination Difficulties

Pertinent information has not been reaching all TLC member schools. Therefore, the following communication strategies have been suggested:

1. All TLC minutes to go out within two weeks after a TLC meeting.

2. Each TLC school should have at least one staff member responsible for dissemination of TLC information. Realizing that the organizational structures of various districts vary from district to district, the TLC representative will be responsible for maintaining his or her district communication network. If you want TLC information to go directly to individual staffs, please send or phone in the name of contact people to Joe Denhart at the County Schools Office.

3. Each TLC district will receive a packet of the bright green TLC information fliers from the County Office. The packet will include an original flier for each teacher within a school. This will curtail the need for duplication of materials at the local school level.

4. Added to the mailing list: Bernice Gilardi, Miller Creek, Dixie; Elizabeth Jones, Martin Luther King, Sausalito; Cathy Schnegel, Del Mar,Reed; and Lynda Chittenden, Old Mill, Mill Valley.

5. If you do not like where your TLC information is being sent, contact Joe Denhart at 924-9500 for a change of mailing address.

6. To eliminate confusion, each TLC district should inform its TLC representative as to the number of release time days available for TLC activities.

VI. Fee Structure for Non-member Districts

It was agreed that participation costs in TLC sponsored activities be determined on a workshop by workshop basis by the activity's coordinator in consultation with Bob Balzan and Joe Denhart. A fee of $60 per person from non-TLC districts was agreed for the Self-Esteem Workshop with TLC members having first preference for enrollment.

VII. Revision of Evaluation Form It was agreed that the present TLC evaluation form be modified to include the following revisions:

1. What were your personal objectives for this activity?

2. To what extent did this workshop meet your projected needs?

3. Do you recommend that this activity be offered again?

4. Would you like an ongoing followup for this activity?

III. Policy Direction

It was agreed that it was the function of the TLC to develop and implement professional growth and development activities based on the identified teacher needs and interests of TLC members. Solicitation of other workshops or courses by outsiders would be put into a resource file to be used later if they appeared to be consistent with identified TLC needs.

IX. Outside presentations

After a presentation by the Ulenar Corporation, the TLC agreed to add computer instruction to their needs assessment instrument and to support the concept of an Education Computer Center in Marin. Joe Denhart will write a letter to that effect.

A letter and proposal by Neill and Valda Whitman will be added to the TLC resource file.

Anyone interested in working on an external master's degree from USF,contact Sid Smith, 924-9500, ext. 64. This is an excellent opportunity to coordinate courses already taken with a local school.

X. Next meeting

January 20, 1977 at the San Rafael City Schools Office from 9:00 a.m. - 12 noon.

## APPENDIX S

**Sample Marin County Teacher Learning Cooperative Inservice Bulletin**

marin county

teacher learning cooperative ✡

# INSERVICE TRAINING BULLETIN

PARENT EFFECTIVENESS TRAINING FOR TEACHERS -

A special course in communication skills utilizing the successful model of Parent Effectiveness Training.
Consultant: Christina Oldenburg. Wednesday evenings, starting September 22, 1976 for eight (8) weeks. Contact Nancy Yates at 924-9500 ext. 64 to register by phone. Host district: Sausalito School District via Don Johnson.

EARLY DETECTION WORKSHOP -

Reading workshop with focus on early detection and procedures to help children read successfully.
Consultants: Mary Crosby, Lenore Sleisenger, Sue Greenberger. Thursday, September 30, 1976 - 9:00 a.m. - 4:00 p.m. and Friday, October 1, 1976 - 8:30 a.m. - 3:30 p.m. Dominican College Library, San Rafael. Contact Gen Wood at 456-0150 ext. 12 to register by phone. Host district: San Rafael City Schools via Jon Slezak.

LEARNING THEORY WORKSHOP -

Understanding learning theory and its application to the classroom.
Consultant: Joan Maxwell, U. C. L. A., protege of Madelaine Hunter. Wednesday, October 13, 1976 - 9:30 a.m. - 4:30 p.m. and Thursday, October 14, 1976 - 8:30 a.m. - 3:30 p.m. Ralston L. White Conference Center, 2 El Capitan Avenue, Mill Valley. Contact Nancy Yates at 924-9500 ext. 64 to register by phone. Host district: Marin County Superintendent of Schools Office via Joe Denhart.

✡ A consortium of several school districts and the Marin County Superintendent of Schools Office to carry out teacher designed inservice training activities.

# APPENDIX T

Sample Activity Planning Report
1977-78

ADMINISTRATION BUILDING
SAN RAFAEL CITY SCHOOLS
September 10, 1976

TO: MEMBERS OF THE MARIN COUNTY TEACHER-LEARNING COOPERATIVE

FROM: JON SLEZAK

| | |
|---|---|
| WHAT: | READING WORKSHOP<br>EARLY DETECTION AND PROCEDURES TO HELP CHILDREN READ SUCCESSFULLY |
| WHEN | THURSDAY, SEPTEMBER 30, 1976<br>9:00 A.M. - 4:00 P.M.<br>FRIDAY, OCTOBER 1, 1976<br>8:30 A.M. - 3:30 P.M. |
| WHERE: | DOMINICAN COLLEGE LIBRARY, SAN RAFAEL |
| FOR WHOM: | Educators concerned about helping students improve their ability to read and apply these skills in all subject areas and all grade levels. |
| DISTRICTS PARTICIPATING: | Dixie, Kentfield, Lagunitas, Mill Valley, Reed, Ross, San Anselmo, San Rafael, Sausalito, Shoreline, and Marin County Schools Office |
| CONSULTANTS: | MARY CROSBY, LENORE SLEISENGER, SUE GREENBERGER |

PURPOSES AND/OR OUTCOMES:

A. Provide teachers with formal and informal diagnostic techniques in reading.
B. To apply teaching strategies related to comprehension skills which will improve your students' ability to understand what is read.
C. Participants in workshop will be able to share ideas and grow with other teachers.
D. To develop our ideas, plan an activity for implementation in the classroom, to help improve reading for your students this year.

REGISTRATION:

Advanced registration would be appreciated. We will have name tags and materials prepared. You may register by completing the attached form and returning it to

Jon Slezak, San Rafael City Schools

or call

Gen Wood at 456-0150, Ext. 12, to register by phone.

Phone Jon Slezak if you need an outline and schedule of what is to be covered. Limited copies will be sent to each district representative.

MARIN COUNTY TEACHER-LEARNING COOPERATIVE

READING WORKSHOP

REGISTRATION

NAME_____ DISTRICT_____

ASSIGNMENT_____

MAILING ADDRESS_____

_____

PHONE NUMBER_____

Please return to

Jon Slezak
San Rafael City Schools
P.O. Box 390
San Rafael, Calif. 94902

## APPENDIX U

**Sample Content for Reading Diagnostic/Prescriptive Workshop**

READING SEMINAR - COMPREHENSION — SEPT. 30, OCT. 1, 1976

SAN RAFAEL SCHOOLS — MRS. LENORE SLEISENGER

SESSION I

Lecture: Nature of Comprehension

Diagnostic Techniques: Informal Reading Inventories
Making Cloze Tests

Question Period

SESSION II

Lecture: Teaching Strategies

Demonstration: Using the Newspaper

Teachers design comprehension check lists for their own classrooms

MATERIALS FOR THIS WORKSHOP

1. Questioning Techniques
2. Guidelines for Questioning
3. Tests and What They Tell You
4. Informal Reading Inventory
5. Sample: Graded Oral Reading Paragraph (1st Reader)
6. Sample: Graded Oral Reading Paragraph (4th Reader)
7. Cloze Procedures
8. Sample Cloze Procedure (5th Grade Level)
9. "Helen Keller" Answer Key
10. Comprehension: Instructional Materials
11. Levels of Comprehension II
12. Using Newspapers
13. Checklist for Comprehension

## QUESTIONING TECHNIQUES
## LEVELS OF COMPREHENSION I

| TYPES OF THINKING | TYPES OF QUESTIONS | EXAMPLES |
|---|---|---|
| 1. Main Idea | Questions that ask children to identify the central theme. | Why was Susie excited?<br>What would be a good title for this selection? |
| 2. Detail | Questions that ask for bits of information. | Who was coming to the play?<br>What did Betty bring with her? |
| 3. Vocabulary | Questions that ask for meanings of words in the selection. | What did the word mean in this sentence?<br>What other meanings can this word have? |
| 4. Sentence | Questions that require knowledge of events as they occur in selection. | What, in order, are three things Jane and Susan did when they left the house? |
| 5. Inference | Questions that ask for information that is implied but not stated. | Do you think this story takes place in the city? Why? |
| 6. Evaluation | Questions that ask for judgments about the material. Not only is the information implied but it must also be compared to a child's own background knowledge. | Was the method Dan used to rescue John wise?<br>Why or why not? |
| 7. Creative response | Questions that go beyond the material and create new ideas based on the ideas presented in the material. | If the story had stopped after the storm, how could you have ended it in a different way? |

From Teaching Reading in Today's Elementary Schools by Paul C. Burns and Betty D. Roe, 1976, Rand McNally

## INFORMAL READING INVENTORY

The first step in setting up a developmental reading program is to determine the general reading achievement of the student. One useful estimate of a student's instructional level is achieved through an open textbook test. A series of graded textbooks such as a basal reading series may be used.

1. Generally estimate the student's reading level; ask him to read a passage of about 100 words in a book that is one year BELOW your estimate.

2. Ask the pupil to read orally without previous silent reading.

3. Count the errors as follows:

   a. Count as non-recognition word errors all words which pupil does not know or mispronounces. Tell him the unknown word after five seconds but count it as an error.

   b. Count addition (words that the pupil puts in) and omissions (words that pupil leaves out) as errors.

   c. Count as one type of error if pupil leaves off endings such as s, ing, or ed.

   d. Count the same error only once.

4. Interpret as follows:

   a. If pupil makes two to five errors, assume the passage is his instructional level.

   b. If pupil makes zero to two errors, this is his recreational level.

   c. If pupil makes more than five errors, this is his frustration level. Try a passage on the next lower level, and continue downward until you reach his instructional level.

5. After the student has read a passage on his instructional level ask two or three questions to test his comprehension. If the student has not understood what he has read try a passage on a lower level.

6. Observe reading mannerisms: finger pointing, head and lip movements, phrasing, ability to observe punctuation and to anticipate meaning. Analyze errors for clues to his word analysis techniques.

# APPENDIX V

## Sample Content for Understanding the Development of Self-Esteem

UNDERSTANDING THE DEVELOPMENT OF SELF ESTEEM
Course Outline

1. January 5
"Facilitating Self Esteem through Developing Communications"
Al Carr, Psychologist, Dixie School District

2. January 12
"Parent and Teacher Self Esteem and its Relationship to Children"
Jack Danielson, Psychologist, Dixie School District

3. January 19
"Family Dynamics and Structure as they Affect Self Esteem"
Armando Maliano, Family Therapist, Larkspur

4. Thursday, January 27
"Effects of Divorce and the Single Parent Family: Parents and what the schools can do to help"
Doris Schwartz, Social Worker, Community Mental Health, Southern Marin Unit

5. February 2
"Effects of Divorce and the Single Parent Family on Children: Ages and Stages"
Ann Robertson, Psychologist

6. February 9
"Magic Shop: An approach to self awareness through fantasy"
Bob Marrow, Teacher, Opportunity High School, San Francisco

7. February 16
"Interior Worlds and Other Selves: An Approach to Higher Energy Systems"
Carol Foster, Psychologist, San Anselmo School District

8. February 23
"Potpourri of Group Strategies for School and Other Situations"
Elenya Stephan, Counselor, Wade Thomas School, San Anselmo

9. March 2
"Behavior Modification: Extrapolating the Value"
Chuck Billings, Psychologist, Shoreline School District and Dominican Instructor

10. March 9
"Body Language and Movement Therapy"
T.B.A.

11. March 16 - April 27
The last five sessions will be workshops where class participants will develop their own strategies for enhancement of self esteem.
Elenya Stephan, Group Facilitator

APPENDIX W

Marin County Teacher Learning Cooperative
Minutes
January 20, 1977

MINUTES OF JANUARY 20, 1977 COMMITTEE MEETING

I. Current TLC sponsored activities

A. Self-Esteem Course Maximum attendance of 36 people has been reached and a waiting list of 20 established. Districts represented include: San Anselmo, Larkspur, Dixie, San Rafael, Mill Valley, Reed, Ross, Shoreline and the County Office. Since there appears to be sustaining interest and a high degree of enthusiasm from present participants, the class will be re-offered during the fall, 1977. Time and personnel constraints preclude the repeat of the class this spring.

B. Metric Workshop Workshops will be offered through the County Superintendent of Schools Office in conjunction with the California State Department of Education. Tentative dates include Tuesday, March 22 and Wednesday, March 23. There will be two sessions per day - 25 participants per session for a total of 100 participants. Sessions will be divided into K-6 and 7-12 groupings. Particulars will be forthcoming.

C. Teaching with Certainty in the Multiage Classroom Enrollment currently stands at 12. Current participants are enthusiastic and David Martin, Mill Valley Curriculum Coordinator, recommends that it be offered again next fall.

D. Reading Workshop Jon Slezak is in the process of setting up four or five follow-up sessions for this spring. Sessions will be open to all interested individuals. Definitive dates will be forthcoming. Because of the unanimous acceptance of the initial workshops by all in attendance, repeat of the reading workshop will be of high priority for next year.

E. Dr. Brandewein The TLC is renegotiating dates with Dr. Brandewein for some time before the Easter break. Hopefully he will offer a two-day workshop that will commence after school hours - i.e., 4 to 5 p.m.

II. Communication Network Refinement

There have been a number of gaps in the present communication system for various and sundry reasons within all districts. To insure that all school staff have equal access to and knowledge of TLC offerings, the following procedures will be implemented immediately:

1. Each participating district will have a district contact person. These include:

   a. Dixie - Ray Riley
   b. Kentfield - Bob Caine
   c. Mill Valley - David Martin
   d. Reed - Cathy Schengel
   e. Ross - Paul Russo
   f. San Anselmo - Karen Patterson
   g. San Rafael - Jon Slezak
   h. Sausalito - Liz [illegible]nes
   i. Shoreline - Chuck Billings

2. It will be the responsibility of each district contact person to:

   a. Establish a contact person at each school site.
   b. Disseminate and explain information to each school contact person.
   c. Collect all feedback, forms, information, etc. from each school contact person.
   d. Forward that information to the TLC committee

3. It will be the responsibility of each school contact person to:

   a. Disseminate pertinent TLC information to all staff members.
   b. Collect and forward school feedback to the district contact person.
   c. Put TLC items on the faculty agenda when necessary.

III. Tabulation of In-service Needs Assessment Questionnaires

For a number of reasons a representative sample of questionnaires from participating districts has not yet been turned in. Cathy Schengel is in the process of tabulating current data. Districts who have not yet responded will be given an additional three weeks. Gathered data will then be used to prioritize needs for 1977-78.

IV. Current and projected budgets.

A. As of December 31, 1976 $2,703.32 has been spent, leaving an unencumbered balance of $2,596.68 for activities for the remainder of this year based upon the present revenue of $5,300. Kentfield, Ross and Reed Districts have not submitted payment for 1976-77 and will be rebilled.

B. It has been recommended that TLC ask to be placed on the monthly Marin Association of School Administrators (M.A.S.A.) meeting agenda to explain current and projected activities and request additional funding for the 1977-78 school year.

C. Frank Elliott, San Anselmo Superintendent of Schools, has agreed to assist with follow-up contact of individual district superintendents for budgetary committment for the ensuing year.

V. Possible expansion of the TLC for 1977-78.

Recent federal legislation has authorized $75 million dollars for Teacher Center development projects. Projected guidelines seem to fit many aspects of our current TLC. Therefore, the TLC has agreed to use Bill Kaufman, resource and classroom teacher, as a consultant and project writer to pursue federal funding. Bill's current services will be gratis, and he will be assisted by other interested TLC members in submitting a project for additional monies. Key aspects might include a central facility for displays, workshops, etc. and satellite in-service offerings for those not so geographically situated. If interested contact:

Bill Kaufman, 623 Las Colindas, San Rafael 94903, 479-6986

VI. Next meeting: San Rafael City Schools, Thursday, February 24, 9:00 - 12:00.

## APPENDIX Y

**Sample Single Advertising Bulletin**
**for**
**Understanding Self-Esteem**

marin county
teacher learning cooperative*

# INSERVICE TRAINING BULLETIN

## UNDERSTANDING THE DEVELOPMENT OF SELF-ESTEEM

This course, coordinated by Karen Patterson, will be conducted from January 5 through April 27 on Wednesday evenings from 7:00 through 9:30 p.m. (except for one session held on Thursday, January 27). The fifteen sessions will involve consultants presenting material and experiences as they relate to self-esteem, communication, single parent family, parents and teachers, fantasy, behaviorism, and group strategies for enhancement of self-esteem in their teaching.

Three semester units of Education Extension credit can be earned from Dominican College for a fee of $30. Enrollment: Contact Nancy Yates, Marin County Schools Office, 924-9500, extension 64.

Registration will be on a first come first serve basis, so please enroll as early as possible.

* A consortium of several school districts and the Marin County Superintendent of Schools Office to carry out teacher designed inservice training activities.

## APPENDIX Z

Sample Page of Marin County Schools'
"Reporter"

# College News

**JOHN CAPLE instructs new course at Dominican College** — Dominican College of San Rafael announces the appointment of John Caple to the faculty of the College's Department of Business Administration. Caple will conduct a new course during the Spring, 1977 term. Business 157: "Creating a Small Business Enterprise," to begin on January 19.

Caple, a graduate of Stanford University and holding an MBA from Harvard in Marketing and Finance, comes to Dominican from Proctor and Gamble Company, where he served as an Assistant Brand Manager, and Dymo Industries, where he operated as New Business Development Manager. Caple currently manages his own consulting firm, The Marketing Department, serving small and medium size companies, and owns part of two other small firms.

Caple reports that his new course is designed to provide the management principles and merchandising skills needed to establish and operate a privately owned small business. Business 157 will utilize actual case histories and real-life practical experiences, in addition to special guest lectures by members of the business community.

Three units of credit may be earned for the course, Business 157: "Creating a Small Business Enterprise," or one may audit for half price. Students may register now or attend the first class meeting free of charge and decide then. Wednesday, January 19, 7-10 p.m.

For further information or registration call (415) 457-4440.

**COLLEGE OF MARIN Sat. Afternoon Movies for Children** — A non-sexist, non-violent, non-explosive series of five Saturday afternoon film screenings with children in mind, selected by Idgi Remington. All films will be in Olney Hall and will begin at 1:00 p.m. Individual tickets $1.50. Tickets for all five films $6.00.

*Saturday, January 15*
"The Red Balloon"
"The Golden Fish"
"The Point"

*Saturday, Jan. 22*
"3 Classic Cartoons" —
"Milestones in Animation"
"A Visit From Space"
"The Magic Horse"

*Saturday, February 19*
"Boy of Two Worlds"

*Saturday, January 29*
"The Gold Rush"
"Treasure Island"

*Saturday, February 26*
"Frederick"
"Patrick"
"Peter Rabbit and the Tales of Beatrix Potter"

**Understanding the development of Self-Esteem** — This course, coordinated by Karen Patterson, will be conducted from January 5 through April 27 on Wednesday evenings from 7-9:30 p.m. (except for one session held on Thursday, January 27). The 15 sessions will involve consultants presenting material and experiences as they relate to self-esteem, communication, single parent family, parents and teachers, fantasy, behaviorism, and group strategies for enhancement of self-esteem in their teaching. Location of the course will be at Ross School.

Three semester units of Education Extension credit can be earned from Dominican College for a fee of $30.+ Enrollment: Contact Nancy Yates, Marin County Schools Office, 924-9500, ext. 64.

Registration will be on a first come first serve basis, so please enroll as early as possible.

+Please note that an additional fee of $60 is necessary for persons from non-consortium districts.

**Teaching with Certainty in the Multi-age Class** — Here is an unusual opportunity to be with other teachers who are interested in, or currently teaching a multi-age classroom. You will experience many techniques and strategies designed to increase your certainty as a teacher, person, and expand your ability to communicate effectively.

Topics will include: Title How's, what's and why's of multi-age teaching; How to run a class meeting; Creating a safe space where relationships are enhanced and nurtured. We will be visiting two classrooms set up for multi-age teaching.

This course will be held on Mondays, 3:45-5:45 p.m. January 10 through February 14, 1977 (six sessions), at Strawberry Point School-Portable Building 117 East Strawberry Drive, Mill Valley.

This course is sponsored by the Marin County cooperative inservice program and Dominican College. One semester unit of credit can be earned. College Credit $10.

Enrollment is open. Call 388-6929, days to reserve a place. Ask for Don Kline or call 383-3303.

Instructor will be Don Kline, M.A., teacher Mill Valley School District. Visiting staff: Dr. Richard Ponzo, Lecturer U.C. Berkeley; Ray Jurasin, teacher Mill Valley; Carol Ponzo, teacher Santa Rosa.

CONTINUED ON PAGE 5

IN MEMORIAM

The Superintendent, Governing Board, and Staff of the Marin County Schools extend their deepest condolences to the family, friends, and colleagues of the late Jack Williams, of the Kentfield School District staff.

el prosico *
..... to be of service

Your help is needed!

A new 16mm film catalog is in the works for 1977-1978. This will combine the existing catalog and the two supplements as well as reflect any changes made since the last supplement. This undertaking is very time consuming and costs run to thousands of dollars. There are limitations as to the style and content but a usable, attractive catalog is possible with proper planning.

This is where the user comes in. Let us hear from you. If it is just an idea, write it down. If you would like to work more extensively with us, welcome aboard.

We trust we will be able to give you a top research instrument and that the users of the library will have played a major role in developing it.

**California Schoolmasters Club**
**ANNUAL DINNER**
**February 3, 1977**
JUSTIN-SIENA HIGH SCHOOL
4026 Maher Street, Napa
WINE TASTING (Free) at 6:00 p.m.
DINNER at 7:00 p.m.
COST: $7.50
(Includes tax, tip and wine on table)
SPEAKER: DR. ROBERT F. ALIOTO, Superintendent, San Francisco Public Schools
DEADLINE FOR RESERVATIONS:
January 24, 1977.
No refunds after January 28, 1977

SERVICE WITH A smile

Ellen Glass  Margaret Dalton

Fearless freeway fighters our two gals this month have been driving the highways and byways for over eight years.

Margaret Dalton has been driving since September 30, 1968, and Ellen Glass since January 3, 1969. Hundreds of children over the years are grateful for those ladies' dedicated service in taking them to and from Special Classes.

# APPENDIX AA

## Course Goals and Outline
## for
## Understanding Learning Theory

COURSE OUTLINE
EXTENSION EDUCATION

•COURSE INFORMATION

PROPOSED TITLE: Understanding Learning Theory and its Application to the Classroom

INSTRUCTOR(S): Ms. Joan Maxwell, U.C.L.A.

DATES: 10/13/76 and 10/14/76 YEAR: 1976-77

1. Course goals - competencies (in terms of teacher/learner behavior):

   1. Teachers will understand learning theory as it affects "how children learn (individually and in a group)" within the classroom setting.

   2. Teachers will revitalize their instructional methods so as to incorporate the tenets of learning theory into their diagnosis of and planning for children's needs within their classroom.

2. Course outline (show content of each session):

Revitalization as to learning theories underlying the instructional efforts of teachers in the classroom. A two-day, 15-hour intensive in depth workshop in learning theory designed to stimulate teachers to revitalize and expand their teaching methods in a variety of subject matter areas to increase productive learning.

Declining enrollment and inflationary pressures have resulted in a stagnation of instructional staff and a curtailment of individual professional growth and development activities in Marin County. The Teacher Learning Cooperative Needs Survey of February 4, 1976 (attached) highly ranked the need for new ideas and exploration of current learning theories. Teachers on the T.L.C. committee have expressed their need to be "revitalized" as to the learning theories underlying their instructional efforts at this time in their veteran careers.

The Teacher Learning Cooperative Committee voted to pursue a series of intensive in depth workshops in learning theory designed to stimulate teachers to revitalize and expand their teaching methods in a variety of subject matter areas highly ranked on the needs assessment questionnaire. The inservice training strategy is teacher initiated, planned and developed with consultation from the Marin County Schools Office and District Curriculum Specialists.

## APPENDIX BB

**Information Memo for TEAM Funding**
**1977**

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

February 18, 1977

TO: District and County Superintendents of Schools

FROM: J. William May, Assistant Superintendent of Public Instruction for Curriculum Services
Weynard Bailey, Program Administrator
Manager, TEAM
(916) 322-4015

SUBJECT: Training for Expertise in Advanced Methodology (TEAM)

For a fifth year, the TEAM Program offers, on a cooperative basis, a limited number of days of consultant services to school districts and offices of county superintendents of schools to improve the quality of instruction in the area of general curriculum.

It is not intended to provide a complete program of consultant services, but rather to supplement local resources to strengthen and extend activities to improve instruction. The basic premise on which this program is designed is to encourage local districts to "reach out" for expertise.

To utilize the services of consultants effectively, local educational agencies are encouraged to confer with adjacent districts and/or offices of county superintendents of schools to explore the possibilities for cooperative proposals.

Qualified specialists selected to work with local districts may be State Department of Education personnel, professors from institutions of higher education, personnel from industry and community, administrators, supervisors and teachers from school districts, and offices of county superintendents of schools.

Attached are instructions for applying and application forms to be duplicated as needed by applying agencies wishing to participate.

## APPENDIX CC

Marin County Superintendent of Schools
Metric Workshop Brochure

OFFICE OF VIRGIL S. HOLLIS o MARIN COUNTY SUPERINTENDENT OF SCHOOLS

February 25, 1977

TO: District Superintendent
Curriculum Personnel
Principals
Math Department Chairpersons

FROM: Virgil S. Hollis
Sid Smith

SUBJECT: Metric Math Workshops

The County Schools Office in cooperation with the Math Task Force of the State Department of Education has scheduled two series of workshops for Marin County.

A. For Teachers, Kindergarten through 6th Grade

Date: Tuesday, March 22, 1977
(repeated on Wednesday, March 23)
Time: 8:30 a.m. - 3:30 p.m.
Place Rooms A & B, County Schools Office

This workshop is similar to the one held last year and will again be conducted by Janine Martin.

Because of space limitation, we are asking districts to send no more than one teacher from each building, with the expectation that that teacher will conduct an inservice program for his/her colleagues. It will be most helpful if the workshop participants bring a Metric Survival Kit, which many of you purchased last year, with them.

While we are asking your preference of dates, it may be necessary to make some changes to balance numbers. If so, you will be consulted by telephone.

B. For Junior-Senior High School Department Chairpersons

Date: Tuesday, March 22, 1977
Time: 3:30 - 5:30 p.m.
Place: Room CA 5 - San Rafael High School, 185 Mission Ave., San Rafael

This is a new workshop designed for all subject area department chairpersons and will be conducted by Joe Hoffman of the Math Task Force.

The workshop is titled "How Does the Changeover to Metrics Affect Teaching in My Subject Area" and is designed to focus on the importance of teaching Metrics in all subject areas.

over ...

201 TAMAL VISTA BOULEVARD o CORTE MADERA o CALIFORNIA o 94925 o Phone: 924 9500/Area Code 415

## APPENDIX DD

**Sample Proposal for**
**Teacher with Certainty in the**
**Multiage Class**

# Teaching with Certainty in the Multage Class

HERE IS AN UNUSUAL OPPORTUNITY TO BE WITH OTHER TEACHERS WHO ARE INTERESTED IN, OR CURRENTLY TEACHING A MULTI-AGE CLASSROOM.

YOU WILL EXPERIENCE MANY TECHNIQUES AND STRATEGIES DESIGNED TO INCREASE YOUR CERTAINTY AS A TEACHER/PERSON, AND EXPAND YOUR ABILITY TO COMMUNICATE EFFECTIVELY.

TOPICS WILL INCLUDE:
*THE HOWS, WHATS AND WHYS OF MULI-AGE TEACHING
*HOW TO RUN A CLASS MEETING
*CREATING A SAFE SPACE WHERE RELATIONSHIPS ARE ENHANCED AND NURTURED

WE WILL BE VISITING TWO CLASSROOMS SET UP FOR MULTI-AGE TEACHING.

**Time:** 3:45-5:45 PM MONDAYS JANUARY 10 THROUGH FEBRUARY 14, 1977 ( SIX SESSIONS )

**Location:** STRAWBERRY POINT SCHOOL-PORTABLE BUILDING 117 EAST STRAWBERRY DRIVE, MILL VALLEY

**Credit:** THIS COURSE IS SPONSORED BY THE MARIN COUNTY COOPERATIVE INSERVICE PROGRAM AND DOMINICAN COLLEGE. ONE SEMESTER UNIT OF CREDIT CAN BE EARNED. COLLEGE CREDIT $10.

**Enrollment:** OPEN. CALL 388-6929, DAYS TO RESERVE A PLACE. ASK FOR DON KLINE OR CALL 383-3303

**Instructor:** DON KLINE, M.A., TEACHER MILL VALLEY SCHOOL DISTRICT

VISITING STAFF:
DR. RICHARD PONZIO, LECTURER U.C. BERKELEY
RAY JURASIN, TEACHER MILL VALLEY
ROD GOLDSTEIN, TEACHER MILL VALLEY
CAROL PONZIO, TEACHER SANTA ROSA

## APPENDIX EE

**Sample Flyer for Teacher with Certainty in the Multiage Class**

# Teaching with Certainty in the Multage Class

HERE IS AN UNUSUAL OPPORTUNITY TO BE WITH OTHER TEACHERS WHO ARE INTERESTED IN, OR CURRENTLY TEACHING A MULTI-AGE CLASSROOM.

YOU WILL EXPERIENCE MANY TECHNIQUES AND STRATEGIES DESIGNED TO INCREASE YOUR CERTAINTY AS A TEACHER/ PERSON, AND EXPAND YOUR ABILITY TO COMMUNICATE EFFECTIVELY.

TOPICS WILL INCLUDE:
*THE HOWS, WHATS AND WHYS OF MULI-AGE TEACHING
*HOW TO RUN A CLASS MEETING
*CREATING A SAFE SPACE WHERE RELATIONSHIPS ARE ENHANCED AND NURTURED

WE WILL BE VISITING TWO CLASSROOMS SET UP FOR MULTI-AGE TEACHING.

**Time:** 3:45-5:45 PM MONDAYS FEBRUARY 28 THROUGH MARCH 28, 1977 ( FIVE SESSIONS )

**Location:** STRAWBERRY POINT SCHOOL-PORTABLE BUILDING 117 EAST STRAWBERRY DRIVE, MILL VALLEY

**Credit:** THIS COURSE IS SPONSORED BY THE MARIN COUNTY TEACHER LEARNING COOPERATIVE, MARIN COUNTY SUPERINTENDENT OF SCHOOLS OFFICE AND DOMINICAN COLLEGE. ONE SEMESTER UNIT OF CREDIT CAN BE EARNED. COLLEGE CREDIT $10.

**Enrollment:** OPEN. CALL 388-6929, DAYS TO RESERVE A PLACE. ASK FOR DON KLINE OR CALL 383-3303

**Instructor:** DON KLINE, M.A., TEACHER MILL VALLEY SCHOOL DISTRICT

VISITING STAFF:
DR. RICHARD PONZIO, LECTURER U.C. BERKELEY
RAY JURASIN, TEACHER MILL VALLEY
ROB GOLDSTEIN, TEACHER MILL VALLEY
CAROL PONZIO, TEACHER SANTA ROSA

## APPENDIX FF

**Partial Marin County Teacher Learning Cooperative**
**Master Calendar**

# marin county teacher learning cooperative

August and September 1977

| SUN | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SAT |
|---|---|---|---|---|---|---|
| 28 | 29 | 30 | 31 | 1 | 2 | 3 |
| International Piagetan Stanford All day | University | Workshop<br>How To Turn On Before You Turn Off – Individualized Instruction · San Rafael All day | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15<br>First TLC meeting<br>4:00 - 5:00<br>San Rafael City Schools | 16 | 17 |
| 18 | 19<br>Sensory Motor Integration<br>Don Timateo School<br>7:00 – 10:00 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26<br>Teaching with Certainty in the Multiage Classroom<br>Strawberry Point School<br>3:15 - 5:45 | 27<br>Understanding the Development of Self Esteem<br>Mill Valley Middle School<br>4:00 - 6:30 | 28 | 29 two day workshop<br>Diagnostic / Prescriptive<br>Dominican College<br>Drama in the classroom<br>Redwood High School<br>3:30 - 5:30 | 30<br>Reading Techniques<br>9:00 - 4:00 | |



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MASTER CALENDAR

# marin county teacher learning cooperative

## October 1977

| SUN | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SAT |
|---|---|---|---|---|---|---|
| 2 | 3<br>Sensory Motor Integration<br>Don Timoteo School 7:00-10:00<br>Teaching with Certainty<br>Mill Valley 3:15-5:45 | 4<br>Development of Self Esteem<br>Mill Valley 4:00-6:30<br>Listening for Learning<br>Alto School 3:15-5:15 | 5 | 6<br>Teaching with Drama<br>Redwood High School<br>3:30-5:30 | 7 | 8 |
| 9 | 10<br>Hands on Art workshop<br>San Rafael 3:15-5:00<br>Sensory Motor Integration<br>Don Timoteo School 7:00-10:00<br>Teaching with Certainty<br>Mill Valley 3:15-5:45 | 11<br>Development of Self Esteem<br>Mill Valley 4:00-6:30<br>Listening For Learning<br>Alto School 4:00-6:30 | 12 | 13<br>Teaching with Drama<br>Redwood High School<br>3:30-5:30 | 14 | 15<br>Social Studies Conference<br>Dominican College<br>8:30-4:00 |
| 16 | 17<br>Hands on Art Workshop<br>San Rafael, 3:15-5:00<br>Sensory Motor Integration<br>Don Timoteo School 7:00-10:00<br>Teaching with Certainty<br>Mill Valley 3:15-5:45 | 18<br>Development of Self Esteem<br>Mill Valley 4:00-6:30<br>Listening for Learning<br>Alto School 4:00-6:30 | 19 | 20<br>Teaching with Drama<br>Redwood High School<br>3:30-5:30 | 21 | 22 |
| 23 | 24<br>Hands on Art Workshop<br>San Rafael 3:15-5:00<br>Sensory Motor Integration<br>Don Timoteo School 7:00-10:00<br>Teaching with Certainty<br>Mill Valley 3:15-5:45 | 25<br>Development of Self Esteem<br>Mill Valley 4:00-6:30<br>Listening for Learning<br>Alto School 4:00-6:30 | 26 | 27<br>Teaching with Drama<br>Redwood High School<br>3:30-5:30 | 28 | 29 |
| 30 | 31<br>Teaching with Certainty<br>Mill Valley 3:15-5:45<br>Hands on Art workshop<br>San Rafael 3:15-5:00 | | | | | |





A con... ...s of s... ...sch... ...tricts ... ...e Ma... ...unty ...nten... Scho... ...fice t... ...y out ...r des... inser... ...ainin... ...vities.

# marin county November 1977
# teacher learning cooperative

| SUN | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SAT |
|---|---|---|---|---|---|---|
| | | 1 Development of Self Esteem Mill Valley 4-6:30<br>Listening for learning Alto School 3:45-5:45 | 2 | 3 Drama in the Classroom Redwood High School 3:30-5:30 | 4 | 5 |
| 6 | 7 Use of Stegel Don Timoteo 7:00-10:00<br>Hands on Art Workshop San Rafael 3:15-5:00<br>Teaching with Certainty Mill Valley | 8 Development of Self Esteem Mill Valley 4:00-6:30 | 9 | 10 | 11 | 12 |
| 13 | 14 Use of Stegel Don Timoteo 7:00-10:00<br>Hands on Art Workshop San Rafael 3:45-5:30 | 15 Development of Self Esteem Mill Valley 4:00-6:30 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 Development of Self Esteem Mill Valley 4:00-6:30 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 Development of Self Esteem Mill Valley 4:00-6:30 | 30 | | | |





A con... n of s... schc... ...tricts ... ne Mi... ...unty ... ...ntenc... Scho... ...fice l... ...../ out ...r des... inse... Famil... ...vilic...

MASTER CALENDAR

# marin county December 1977
# teacher learning cooperative

| SUN | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SAT |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 Use of Stegel Don Timoteo 7:00 - 10:00 | 6 Development of Self Esteem Mill Valley 4:00-6:30 | 7 | 8 | 9 | 10 |
| 11 | 12 Use of Stegel Don Timoteo 7:00-10:00 | 13 Development of Self Esteem Mill Valley 4:00-6:30 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 CHRISTMAS RECESS | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 CHRISTMAS RECESS | 28 | 29 | 30 | 31 |





...sortia ... several school districts and the Marin County Superintendent of Schools Office to carry out teacher designed inservice training activities

## APPENDIX GG

Marin County Teacher Learning Cooperative
Inservice Training Needs Assessment Tabulation
1977-78

MARIN COUNTY TEACHER LEARNING COOPERATIVE
INSERVICE TRAINING NEEDS ASSESSMENT QUESTIONNAIRE

Now due Feb. 23

DATE DUE: January 17, 1977

RETURN TO: Joe Denhart
Marin County Schools Office
201 Tamal Vista Blvd.
Corte Madera, Calif. 94925

Name TABULATION OF RECEIVED QUESTIONNAIRES

School [illegible] 1977

Place the numeral which corresponds with your grade level in the blank below:
Grade Level: (1) Preschool-K (2) 1-3 (3) 4-6 (4) 7-8 (5) 9-12

Indicate the areas of high interest to you by placing the corresponding numerals in the space at the left. Feel free to list up to five items. You will receive a tabulation of our findings.

Please note on the back of this questionnaire any information which would help the instructor in planning the course. (Include item number.)

| Primary | Intermediate | Middle | | | Primary | Intermediate | Middle |
|---|---|---|---|---|---|---|---|
| | | | **ART:** | | | | |
| 67 | 24 | 12 | 1. Ideas and Techniques Examples: Stitchery-Macrame-Weaving-Rug Making | | | | |
| | | | **LANGUAGE ARTS:** | | | | |
| [illegible] | 19 | 33 | 2. Spelling | | | | |
| 36 | 19 | 22 | 3. Writing | | | | |
| [illegible] | 24 | 23 | 4. Skills (Writing) | | | | |
| [illegible] | 19 | 17 | 5. Listening | | | | |
| 42 | 25 | 10 | 6. Creative Dramatics | | | | |
| [illegible] | 11 | 5 | 7. Writing Skills | | | | |
| | 0 | 0 | 8. Others Poetry | | | | |
| | | | **MATHEMATICS:** | | | | |
| 45 | 2 | 3 | 9. Cuisenaire | | | | |
| | 6 | 1 | 10. Manfold Math | | | | |
| [illegible] | 23 | 15 | 11. Games and Puzzles | | | | |
| 18 | 23 | 14 | 12. [illegible] | | | | |
| [illegible] | 24 | 13 | 13. New Methods and Techniques | | | | |
| | | | 14. Other: Ideas for Infants 0-3 | | | | |
| | | | Metric | | | | |
| | | | Learning Centers | | | | |
| | | | **MUSIC:** | | | | |
| | | | 15. So you Need Help with Music | | 13 | 3 | |
| | | | 16. Music Appreciation | | 23 | 15 | |
| | | | 17. Others: Guitar | | | | |
| | | | Music in Different Countries | | | | |
| | | | **PHYSICAL EDUCATION:** | | | | |
| | | | 18. Movement Exploration | | 32 | 15 | |
| | | | 19. Developmental P.E. | | [illegible] | 16 | |
| | | | 20. Folk Dancing | | 34 | 22 | |
| | | | 21. Physical Fitness | | 10 | 14 | |
| | | | 22. Ideas | | 6 | 7 | |
| | | | 23. Others: Stegel/Gymnastics | | | | |
| | | | **READING:** | | | | |
| | | | 24. Story Telling | | 4 | 4 | 2 |
| | | | 25. Remedial | | [illegible] | [illegible] | [illegible] |
| | | | 26. Individualized | | 33 | 22 | 24 |
| | | | 27. Phonetics | | [illegible] | 5 | [illegible] |
| | | | 28. Distar Reading | | 12 | 11 | 2 |
| | | | 29. New Trends in Reading | | [illegible] | 31 | 25 |
| | | | 30. Reading for enjoyment | | 3 | 7 | 3 |
| | | | 31. Others: | | | | |
| | | | **SCIENCE:** | | | | |
| | | | 32. Concepts in Science | | | | |
| | | | a. Experiments | | [illegible] | 20 | 7 |
| | | | b. Inquiry Method | | [illegible] | 19 | 7 |
| | | | c. Experimental approach | | [illegible] | [illegible] | 5 |
| | | | d. Others: [illegible] | | | | |

| Im | Inter | Ele | | |
|---|---|---|---|---|
| | | | SOCIAL STUDIES | |
| | 8 | 9 | 33. | Multi-cultural |
| 6 | 2 | 10 | 34. | Concepts and Values |
| | 10 | 9 | 35. | Enrichment |
| | 26 | 14 | 36. | Research Skills |
| 7 | 17 | 7 | 37. | Report Writing |
| | 1 | 1 | 38. | Reading in Social Studies |
| | 4 | 1 | 39. | Textbook selection |
| | 1 | 1 | 40. | Familiarization with new state framework |
| | | | 41. | Others |
| | | | | INDIVIDUALIZED INSTRUCTION |
| | 11 | 13 | 42. | Principles, Philosophy, Getting Started, and Classroom Organization: What is individualized instruction and how does it work? How to get started, and how classrooms can be organized to promote individual learning. |
| 6 | 23 | 19 | 43. | Record Keeping and Evaluation: What information should be kept? How recorded? What methods can be used to evaluate materials, student progress, and program effectiveness? |
| 34 | 18 | 14 | 44. | Learning Centers: What are they and how are they used? |
| | 8 | 14 | 45. | Contracts: What are they and how are they used? |
| | 3 | 1 | 46. | Open School Approach to Individualized Instruction. |
| | 2 | 1 | 47. | Study skills. |
| | | 2 | 48. | Others: CTA Project |
| | | | | SPECIAL PROGRAMS: |
| 2 | 10 | 18 | 49. | Cross-age tutoring and peer teaching-student learning teams. |
| 1 | 1 | 15 | 50. | Inquiry training |
| | 22 | 32 | 51. | Behavior modification |
| 16 | 11 | 16 | 52. | Communication and Human Relations |
| 1 | 4 | 15 | 53. | Small Group discussion techniques |
| | 2 | 15 | 54. | Simulation games |
| 18 | 2 | 6 | 55. | CODE |
| | 0 | 3 | 56. | Programmed Learning |
| | 3 | 1 | 57. | Self-enhancing Educ. Program |
| 6 | 4 | 0 | 58. | Open Space Classroom. |
| 2 | 6 | 9 | 59. | Parent (teacher) Effectiveness Training |
| 46 | 5 | 5 | 60. | Piaget |
| 2 | 60 | 0 | 61. | Perceptual Motor Skills |
| 1 | 4 | 10 | 62. | Team teaching, planning |
| 22 | 54 | 4 | 63. | Auditory Perception |
| | 0 | 0 | 64. | The Open School |
| 1 | 2 | 9 | 65. | Aides |

| | Pri | Int | Mid |
|---|---|---|---|
| 66. Curriculum for Gifted Programs | | | |
| 67. Drug, VD | 0 | | |
| 68. Multimedia skills | 1 | | |
| 69. Sex Stereotyping | 2 | 1 | |
| 70. Values Clarification | 2 | 2 | |
| 71. Environmental studies | 2 | 2 | |
| 72. Others: non-violent techniques | | 2 | |

AUDIO/VISUAL METHODS AND MATERIALS:

73. Specific suggestions for Inservice:

film techniques

74. Multi Media Methods

HOME-SCHOOL COMMUNICATIONS:

| | | | |
|---|---|---|---|
| 75. Innovative Conferencing | 3 | 6 | |
| 76. Others: Honesty to parents | | 1 | |

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

In the column at the left, place the corresponding numeral for the time(s) and method(s) which would generally be most convenient for you to participate in Inservice activities.

INSERVICE OPPORTUNITIES:

| | | | |
|---|---|---|---|
| **When:** | | | |
| 1. Afternoons | 14 | 6 | |
| 2. Evenings | | | |
| 3. After School | 57 | 27 | |
| 4. Minimum Day | 105 | 48 | 4 |
| 5. Other: | 4 | 1 | |
| **How:** | | | |
| 1. Two-hour minicourses | 105 | 37 | 4 |
| 2. Visitations | 37 | 5 | 2 |
| 3. Readings | 5 | 0 | |
| 4. Recordings or Videotapes | | | |
| 5. Workshops (some materials provided) | | | |
| 6. Multi-Session Course | | 12 | 1 |
| 7. Other: | | | |
| Would you be interested in receiving college credit for inservice work? | | | |
| 1. Yes | 89 | 52 | 4 |
| 2. No | 44 | 20 | 2 |



.....Developed by TLC, County Schools

APPENDIX HH

Marin County Teacher Learning Cooperative
Minutes
February 24, 1977

MARIN COUNTY TEACHER LEARNING COOPERATIVE

MINUTES, FEB. 24, 1977

*If in a hurry, please read all starred items for new courses and/or workshops. Your TLC packet should include the following: one copy of the minutes, one summary report, one needs assessment tabulation, course descriptions for Teacher with Certainty in the Multiage Classroom, Law in a Free Society, Metric Workshop, district and school contact persons.

I. Projected or in progress TLC reports for Spring, 1977

A. Reading Workshop Mini Units Jon Slezak reported that a San Rafael School District employee is attempting to coordinate resources for mini unit offerings this spring. However, if this fails, the overwhelming successful workshop will be reoffered in its entirety this fall. Current needs assessment data indicate diagnostic, prescriptive remediation is still a need for a large number of polled teachers. Jon is also toying with the idea of a summer workshop for interested individuals.

B. Dr. Brandewein Dr. Brandewein has currently committed Holy Saturday and Easter Sunday as dates for his workshops, not the most propitious scheduling! Joe Denhart is attempting to have the dates changed to either before or after spring break. Bob Balzan was designated to discuss the matter with Dr. Brandewein during the SSC conference, March 4.

* C. Teaching with Certainty in the Multiage Classroom David Martin reported high enthusiasm on the part of participants who have asked that the course be extended for another unit. The TLC Advisory Board approved the motion that the Teaching with Certainty course continued to be offered on a second level. Cost: $10 for one unit. Time: Monday, February 28. Location: Strawberry Point School, Mill Valley, second portable. For further information see attached flyer or contact Dave Martin at 383-3303.

* D. Metric Workshop. Final dates have been finalized. For teachers K-6 single day workshops will be held on Tuesday, March 22, and Wednesday, March 23 at the County Office, Rooms A and B, from 8:30 - 3:30. For junior high teachers: a single date of Tuesday, March 22, 3:30 to 5:30 at San Rafael High School, room to be announced. For registration procedures see the attached flyer.

* E. Law in a Free Society. Free course sponsored through Dominican. Community resources including representatives from the CIA, prisons, fire department, police department, etc. will serve as speakers. Techniques for incorporating concepts into the curriculum will be included. See the attached flyer for further information.

II. Needs Assessment Data and Projected Course Offerings for the 1977-78 School Year

* Needs assessment questionnaires were tabulated by Cathy Schengel. Based on the returned data of more than 300 questionnaires, it has been decided

that workshops and/or courses be based on the following topics for the 1977-78 school year.

* Art-Hands on Techniques for Primary and Intermediate Teachers. Jon Slezak volunteered to organize art workshops and/or courses for hands on classroom activities. Names suggested so far include: Lisa Lazar, San Rafael; Joan Peterson, Reed: and interested competent local artists.

* Language-Listening David Martin has volunteered to organize listening and audio perception activities. It was agreed that various approaches for developing listening skills and techniques be presented. Possible sources include a consultant from Alameda and a representative from special ed.

* Language-Writing Bob Balzan has agreed to contact Cappy Lavin of the Bay Area Writing Project for development of a hands on writing workshop that would be directed to K through six teachers on one level, and six through eight on another. This is not to be a lecture oriented activity. Other sources include John Savant and Mary Kay Healy of Dominican.

* Language-Spelling - intermediate and middle school levels. Anyone interested in helping coordinate?

* Mathematics - Games and Puzzles, New Methods and Techniques Diane Janicula and Joe Denhart agreed to help initiate coordination for both areas. Possible contacts include Mary Baretta-Lorton, Saratoga; CDA which specializes in Wertz materials; Bill Aho - Walnut Creek; Dick Melendy, Barbara Dunning, and Barbara Clark.

* Physical Education - Developmental and Movement Exploration Joe Denhart has volunteered to coordinate a course entitled "Developing Physical Skills in the Primary and Elementary Grades." Included in this will be techniques on developing perceptual motor skills. Possible consultants include Angelo Colombo, San Rafael, and Pat Hagerhorst, Dominican.

* Science-Experiments. Needed:a coordinator for experiments that would relate to the science curriculum, grades K-6. Probably a how and what to do workshop. Two possible contacts: Beverly Ehreth, Novato, and Rich Ponzio.

* Individualized Instruction - Record keeping and Evaluation Jon Slezak has agreed to initiate a workshop or simple,functional student progress charts and evaluation devices. Possible contacts include:Barbara Wander, San Rafael and Bob Caine, Kentfield.

* Individualized Instruction - Learning Centers Needed:one coordinator for instruction on how to develop and use learning centers, K-6. Possible contacts include: Tom Smith, Olive School, Novato; Sue Patrician, Novato; Mary Hyatt; Bob Basser, Irvining Blaban, San Rafael; Alma Briggs, Bayside, Sausalito.

* Special Programs - Behavior Modification - Chuck Lavaroni has agreed to coordinate a course on behavior modification. Possible contacts: Bernice Nelson, Nonette Holmes.

* Special Programs - Piaget Needed: a coordinator. Possible contact: Mary Collins, Cherry Valley.

* Reading New Trends in Reading, Remediation, Individualization. Reading by far seems to be of highest priority among all teachers at all grades in all districts. Jon Slezak has graciously agreed to begin exploration in all three areas. A revised diagnostic/prescriptive workshop will most probably again be offered due to popular demand.

* Teaching with Certainty in the Multi-age Classroom. Current evaluation indicates the course should be reoffered.

III. MASA Report

Frank Elliott, Superintendent of San Anselmo, and Joe Denhart of the County Office presented a summary report of TLC activities at the monthly superintendents' meeting. Both Frank and Joe solicited continuing support from participating districts. Attached is a copy of the summary report as prepared by Bob Balzan and Joe Denhart.

IV. Teacher Learning Center Mini Grant from Far West Lab Bob Balzan has written for and received approval of a federal mini-grant through Far West Lab. The grant will allow one or two members from the Marin TLC to visit established Learning Centers in the United States as well as attend National Teacher Learning Center Conferences.

V. Budget Current data indicates a budget of $3,400 for 1976-77. $350 will be subtracted for the Teaching with Certainty in the Multiage Classroom - Phase II. A lesser amount will be subtracted for mini grant telephone calls. The remainder will be carried over to 1977-78. To date two districts, Ross and Shoreline, have made payment for the 1977-78 school year.

VI. Communication Hopefully, the TLC communication system has become a functioning network. Random tests will be made to see if individual schools and districts are receiving all pertinent information. For a network list, see attached communications sheet.

VII. Present items for the next meeting

A. Progress Report on Current In-Service

B. Progress Report on Proposed Activities

C. Progress Report on Mini Grant Status

D. Progress of Teacher Learning Center Federal Funding

E. Incorporation into Bay Area Recycling of Industrial Materials for Teachers

F. Report by David Martin on Great Books

VIII. Next Meeting: Thursday, March 31, San Rafael City Schools Office, 9:00 a.m. - noon.

# APPENDIX II

## Early Detection Workshop Course Description
## September 1977

Workshop #1

# TLC

# READING WORKSHOP

| | |
|---|---|
| WHAT: | READING WORKSHOP<br>EARLY DETECTION AND PROCEDURES TO HELP CHILDREN READ SUCCESSFULLY |
| WHEN: | THURSDAY, SEPTEMBER 29, 1977<br>9:00 A.M. - 4:00 P.M.<br>FRIDAY, SEPTEMBER 30, 1977<br>8:30 A.M. - 3:30 P.M. |
| WHERE: | DOMINICAN COLLEGE LIBRARY, SAN RAFAEL<br>ROOMS 207-208 |
| FOR WHOM: | Educators concerned about helping students improve their ability to read and apply these skills in all subject areas and all grade levels. Designed for upper grade elementary teachers in content areas. |
| DISTRICTS PARTICIPATING: | Dixie, Kentfield, Mill Valley, Reed, Ross, San Anselmo, San Rafael, Sausalito, Shoreline, and Marin County Schools Office |
| CONSULTANTS: | MARY CROSBY, LENORE SLEISENGER, SUE GREENBERGER |

PURPOSES AND/OR OUTCOMES:

A. Provide teachers with formal and informal diagnostic techniques in reading.
B. To apply teaching strategies related to comprehension skills which will improve your students' ability to understand what is read.
C. Participants in workshop will be able to share ideas and grow with other teachers.
D. To develop our ideas, plan an activity for implementation in the classroom, to help improve reading for your students this year.

REGISTRATION:

Advanced registration would be appreciated. We will have name tags and materials prepared. You may register by completing the attached form and returning it to:

Jon Slezak, San Rafael City Schools

or call:

Joanne Castaldo at 456-0150, Ext. 12, to register by phone.

APPENDIX JJ

Understanding Self-Esteem Course Description
September 1977

Course #2

Understanding Self Esteem
Mill Valley Middle School
4:00-6:30 P.M. - Tuesdays
Karen Patterson & Elenya Stephan
Co-Instructors

| | |
|---|---|
| September 27 | Facilitating Self Esteem Through Developing Communications: Part I<br>Al Carr, Psychologist, Dixie School District |
| October 4 | Facilitating Self Esteem Through Developing Communications: Part II<br>Jack Danielson, Psychologist, Dixie School District |
| October 11 | Looking at Responsibility and Self Esteem<br>Jerry Green, Wholistic Practitioner & Attorney specializing in issues of responsibility in medicine and health care. (Malpractice) |
| October 18 | Two Techniques for Fun and Awareness<br>Gail Ovis, Teacher, San Anselmo School District<br>Lala Briggs, PE Teacher, San Rafael School District |
| October 25 | Loss: Effects of Divorce and Single Parenting<br>Ann Robertson, Psychologist |
| November 1 | Loss: Death/Foster Care/Adoption<br>Doris Schwartz, Psychologist |
| November 8 | Selected Group Strategies for Developing Self Awareness in Relationships<br>Elenya Stephan |
| November 15 | Magic Shop: An Approach to Self Awareness Through Fantasy<br>Bob Morrow, Teacher, Opportunity High School, S. F. |
| November 22 | Developmental Stages and An Approach to Higher Energies<br>Carol Foster, Psychologist, San Anselmo School District |
| November 29 | How Self Esteem is Developed by Roles Within The Family<br>Agnes Handlemann, LCSW, Forest Knolls |
| December 6 | Behavior Modification: Can It Really Be Used in a Classroom?<br>Karen Patterson |
| December 13 | To Be Announced |
| January 3 | Self Esteem Through Storytelling<br>Connie Hewett, Teacher & Child Care Worker specializing in work with the elderly and disadvantaged youth |
| January 10 & 17 | To Be Announced |

## APPENDIX KK

Teaching with Certainty in the Multiage Class
Course Description
September 1977

# TEACHER-LEARNING COOPERATIVE
# COURSE PROPOSAL

**TITLE:** "Teaching with Certainty in the Multi-age Class"
Advanced Sessions

**CREDIT:** One semester unit through Dominican College, fee $10.00

**DATE:** Six sessions. Mondays, September 26 - November 7, 1977
3:15 - 5:45 p.m.

COURSE DESCRIPTION:

This class will present participants with an opportunity to expand their certainty in their own style of teaching. The course will focus on solving specific problems as presented by group members. The instructor will offer lectures and discussion on such topics as: ways to run multi-age class meetings, conferencing with children and parents, TET techniques, managing and grouping the classroom for instruction utilizing learning centers, and taking a further look at ways to operate the classroom with agreements and ground rules that support both children and teacher. The purpose of the course is to go more into depth with any participant seeking that type of support.

APPENDIX LL

Marin County Teacher Learning Cooperative
Minutes
March 31, 1977

MARIN COUNTY TEACHER LEARNING COOPERATIVE

MINUTES, MARCH 31, 1977

1. Committee Direction for 1977-78

By using accumulated needs assessment data, it was decided that the following in-service activities be developed for 1977-78.

| TOPIC | COORDINATING DISTRICT | TENTATIVE FACILITATOR | GRADES | DATE |
|---|---|---|---|---|
| How to Turn on Before You Turn Off-individualized instruction techniques, monitoring systems. | San Rafael | Outside Presenters | K - 8 | Aug. 30, 1977 |
| Teacher with Certainty in the Multiage Classroom | Mill Valley | David Martin | K - 8 | Oct. 3, 1977 |
| Understanding Development of Self-Esteem | San Anselmo | K. Patterson | K - 8 | Sept. 27, 1977 |
| Diagnostic/Prescriptive Reading Techniques | San Rafael | Jon Slezak | K - 8 | |
| Drama and the Classroom | Mill Valley | S. Mannheimer, S. Rupp, G. Muldoon | K - 8 | Sept. 29, 1977 |
| Listening and Language | Mill Valley | Dr. B.R. Whitkins | K - 8 | |
| Social Studies Workshop | Reed | Bay Area Social Studies Council | K - 8 | Oct. 15, 1977 |
| Teaching Strategies for Creative Writing | Reed | Mary Healy, Bay Area | K - 8 | Spring, 1977 |
| Spelling | San Anselmo | Karen Patterson | K - 8 | TBA |
| Mathematics - Games and Techniques | County Schools Office | MATA - H. Baretta-Lorton | K - 8 | TBA |
| Learning Centers | Ross | Bill Russo | K - 6 | TBA |
| Physical Education-Development and Exploration | Dominican, County Schools Office | M. Allen A. Colombo | K - 8 | TBA |
| Record Keeping and Evaluation | TBA | | K - 6 | TBA |
| Art - Hands on Technique | San Rafael, Dominican | J. Peterson J. Slezak | K - 6 | TBA |
| Piaget and the Classroom | San Anselmo | J. Raddue | | TBA |

| TOPIC | COORDINATING DIST. | TENTATIVE FACILITATOR | GRADES | DATE |
|---|---|---|---|---|
| Science Experiements to Supplement the Elementary Classroom | San Anselmo | G. Ovis | K - 6 | TBA |
| Behavior Modification | Dominican | C. Lavaroni | K - 8 | TBA |
| Reading - New Trends and Individualization | | | | |

An analysis of topic content was as follows:

Listening - A program outline is forthcoming. The workshop will consist of one day of released time with a follow-up Saturday morning session. Instructor: B. Ruth Whitkins

Writing - Mary Kat Healy will coordinate a class in creative writing skills. Content will include syntax, revision, grammar, cohesion, etc. Mary Kay represents Reed District and the Bay Area Writing Project. Attached is a guideline letter sent to Acalanes High School District.

Spelling - Karen Patterson will check with Gail Westerman.

Mathematics - Joe Denhart will now be sole coordinator.

Physical Education - Joe Denhart and Chuck Lavaroni will be conducting local sources to coordinate workshops on Movement Exploration and developmental skills.

Learning Centers - Paul Russo will organize this. It was recommended that he contact Bob Shore about a workshop.

Behavior Modification - Chuck Lavaroni will contact the Dominican Special Education Staff.

Piaget - Joanne Raddue has offered to serve as coordinator. Contact people include Mary Collins, Bill Kaufman.

Dramatics - Shirley Mannheim will coordinate a six session workshop. Attached is a class description.

Teaching with Certainty - Dave Martin indicated this will again be offered on a two level basis, with one unit for each level. The success of the initial course warranted its second offering.

Self-Esteem - Karen Patterson will again coordinate the course. Evaluation has been highly positive. 3 units. September 27 - Jan. 31.

Art - Hands On Activities - Teachers will come away with a variety of ideas that can be utilized within classrooms.

Diagnostic/Prescriptive Reading Techniques - Jon Slezak indicated last year's successful format will once again be followed.

* A master calendar for 1977-78 will be developed at the next meeting and presented to all staffs prior to June, 1977.

* Question - please indicate to your district representative your feelings regarding future summer, Easter, and/or late August workshops.

* Question - we need more guidance as far as new trends in reading are concerned. Could you delineate to your TLC representative what you would like included in a reading course?

II. Other items

A. Art - San Rafael invites you to an Art Workshop April 14, 1977. See attached flyer.

B. Reading Workshop Mini Units - The TLC was unable to organize these for spring, 1977, but they will definite be available for fall, 1977.

C. Funding

Bob Balzan, Bill Kaufman, Karen Patterson, Dave Martin, and Gail Meister will meet to begin drafting proposals for federal Teacher Center monies. Bill Honig, California State Department of Education, has also offered his assistance in helping write for federal, state, and private grants. Bill Kaufman will look into TEAM funding. A schedule is now being set up for the mini grant itinerary by Far West Lab.

D. Permanent Housing

Dave Martin, Jon Slezak, and Cathy Schengel will check with their superintendents regarding the use of a district facility for the activities.

E. By Laws

As a prerequisite to federal funding, the federal government demands a constitution or by laws. The advisory committee gave Karen Patterson, Bill Kaufman, and Gail Meister permission to develop a first draft.

F. Next meeting - Thursday, April 28, San Rafael City Schools

Topics for discussion.

a. Progress Report on Proposed Activities
b. Master calendar
c. Permanent Housing
d. Great Books
e. Funding
f. Social Studies textbook selection

APPENDIX MM

Marin County Teacher Learning Cooperative
Agenda
June 2, 1977

Marin County Teacher Learning Cooperative
Coordination Meeting
Thursday June 2, 1977
San Rafael City Schools, 9 a.m. through noon

# A G E N D A

I. Progress Report on 1977-78 Activities:

- A. Drama in the Classroom - Dave Martin
- B. Listening and Language - Dave Martin
- C. Teaching strategies for creative writing - Cathy Schengel
- D. Spelling - Karen Patterson
- E. Reading - New Trends and Individualization - Jon Slezak
- F. Diagnostic/Prescriptive Reading Techniques - Jon Slezak
- G. Hands On Technique - Jon Slezak
- H. Games and techniques related to math materials - Joe Denhart
- I. Social Studies conference - Cathy Schengel
- J. I/S/I program for social studies curriculum selection - Robert Balzan
- K. Skill Development and Movement Exploration - Chuck Lavaroni
- L. Teaching with Certainty in the Multiage Classroom - Dave Martin
- M. Understanding Development of Self-Esteem - Karen Patterson
- N. Learning Center - Paul Russo
- O. How to Turn on Before you Turn Off - Jon Slezak
- P. Recording Keeping for Individualized Programs - Juanita Gaskins
- Q. Behavior Modification - Chuck Lavaroni
- R. Science Experiments to Supplement the Elementary Classroom - Robert Balzan
- S. Piaget in the Classroom - Robert Balzan
- T. International Piagetan Conference - Robert Balzan

II. Master Calendar for 1977-78
scheduling activities

III. Teaching Learning Center

A. May 24 meeting of Office of Education was postponed.

1. Future meeting on Federal Legislation to be scheduled.

B. Mini Grant Conferences

| | | | |
|---|---|---|---|
| 1. | St. Louis | May 26, 27 | Karen Patterson |
| | Hartford | June 2, 3 | Robert Balzan |

C. Permanent housing strategies

IV. TLC Structure/Evaluation

A. Proposed Administrative Structure and By-Laws

B. Questionnaire of May 5, 1977

V. 1977-78 planning

VI. New items

APPENDIX NN

Course Proposal for Uses of Drama
in the Classroom
September 1977

COURSE #3

INSERVICE PROPOSAL - Uses of Drama in the Classroom
for Marin Cooperative, Fall, 1977 - 6 two hour sessions

Mannheimer
Muldoon, Rupp

| SESSION | Day/Date | SEQUENCE | NOTES |
|---|---|---|---|
| 1 | Sept 29 Thurs. | Forms, logistics, administrivia, Browsing Table<br>INTRODUCTIONS<br>MAKING SOMETHING UP WITH MS P PERC<br>SENSORY AND EMOTIONAL AWARENESS<br>RAP UP | Rap-up session:<br>5 minute written feed-back<br>on: Liked<br>Change/Add<br>More |
| 2 | Oct. 6 | Explanation of Homework and of Project<br>SENSORY AND EMOTIONAL AWARENESS, continued<br>RHYTHM & MOVEMENT<br>MIME & PANTOMINE<br>RAP UP | Homework: Try a thi with kids. Ditto & run off.<br>Objective(s)<br>Motiv./Stimulate<br>Plan<br>Play<br>Evaluate<br>Replay<br>Conclude |
| 3 | Oct. 13 | DITTO DISTRIBUTION (HOMEWORK)<br>MOVEMENT & MIME, continued<br>ORAL COMMUNICATION<br>PUPPETRY<br>RAP UP | |
| 4 | Oct. 20 | Browsing Table<br>REVIEW OF TECHNIQUES TO DATE<br>REMINDER OF PROJECT DUE - Explanation<br>IMPROVISATION<br>RAP UP | PROJECT DUE NEXT SESSION<br>Bring a "neat" story for next time |
| 5 | Oct. 27 | PROJECTS DUE (with dittoed explanation)<br>PROJECT TRY-OUT (replay?) with workshop group<br>CREATIVE DRAMATICS AND PLAYMAKING<br>PLAN WHO BRINGS WHAT NEXT TIME<br>RAP UP | Next Session:<br>POT LUCK |
| 6 | Nov. 3 | REVIEW & QUESTIONS ON PROJECTS<br>Playing/Replaying Projects as desired<br>PREPARATION OF CULMINATING ACTIVITY<br>POT LUCK BUFFET/PRESENTATION OF PROJECTS | |

Note: This final session will run from 3:30 until 7:00 pm, to include "supper".

## APPENDIX OO

Course Proposal for Listening for Learning
May 1977

[illegible] HOLLOWAY AVENUE • SAN FRANCISCO, CALIFORNIA 94132

# Memorandum

To: Dave Martin, for the Teaching Learning Cooperative

Date: 23 May 1977

From: Carol Wilder Carol Wilder

Subject: Listening Workshop Proposal

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

## LISTENING FOR LEARNING:
### A Workshop for Developing Teaching Skills in Listening Comprehension and Empathy

**OVERVIEW:**

SESSION I: Diagnosis of Classroom Needs; Introduction to the Literature of Listening Behavior; Developmental Correlates of Listening Abilities; Physiology of Listening.

SESSION II: Variables Affecting Listening Comprehension; Ways of Identifying Listening Problems, Classroom Activities for the Improvement of Listening Attentiveness, Accuracy, and Comprehension.

SESSION III: Psychology of Listening Behavior in the Communication Process; Identifying Psychological Barriers to Listening Effectiveness; Introduction to Empathic Listening.

SESSION IV: Developing Skills in Empathic Listening; Listening for Manifest and Latent Meaning; The Role of Paraphrasing and Feedback in Improving Listening Effectiveness.

SESSION V: The Design and Implementation of an Ongoing Listening Improvement program for the Classroom.

**LEADERS:**

CAROL WILDER, Ph.D., joined the Speech Communication Faculty at San Francisco State University in 1976 after having taught at Kent State University, Oberlin College, and Emerson College (Boston). She has published a variety of professional and popular articles in Communication Studies and has served as a communication consultant to many organizations, most recently for Massachusetts Institute of Technology and Boston Public Schools Phase II Desegregation Program.

MARK TOPKIN is currently an M.A. candidate in Interpersonal Communication at San Francisco State. After receiving his B.A. from Brooklyn College, he taught Speech, English, and Drama for 5 years at both the high school and college levels in the Virgin Islands before becoming a Graduate Assistant at S.F. State.

**DATES:** October 4, 11, 18, 25, and November 1.
3:15 - 5:15 p.m.

**Place:** [illegible]

**ENROLLMENT:** 20-25 maximum

**FEE:** ~~$100~~ $375 Inclusive

## APPENDIX PP

Marin County Teacher Learning Cooperative
Progress Report on Proposed Activities
for
1977-78

Marin County Teacher Learning Cooperative

I. Progress Report on Proposed TLC Activities for 1977-78

| Activity | Description, information | Grades | Date, Place, Time |
|---|---|---|---|
| **Language** | | | |
| 1. Drama in the Classroom | Participants will explore techniques for integrating drama activities into the classroom; will include rhythm, movement, sensory awareness, mime, pantomime, puppetry, and improvisation.<br><br>Credit: 1 unit, Dominican College<br>Facilitators: S. Mannheimer<br>S. Rupp, G. Muldoon | K-8 | Thursdays, Sept 29-Nov. 3<br>Redwood High School<br>3:30 p.m. - 5:30 p.m. |
| 2. Listening and Language | Dr. Whitkins is currently unavailable. Dove Martin will contact her regarding other coordinators. | K-8 | TBA |
| 3. Teaching strategies for creative writing | Mary Kay Healy will coordinate. Content will include alternative writing techniques, syntax, grammar, etc. The projected cost is currently too high for the TLC budget. Alternatives: offer a maximum of 6 sessions; look into outside sources for adult education funding.<br>Credit: 3 units, U.C. Berkeley | K-2<br>3-5<br>6-8 | Wednesdays, June 12-March 11 |
| 4. Spelling | Karen Patterson is attempting to arrange a workshop with Gail Westerman. | K-8 | TBA |
| **Reading** | | | |
| 1. Reading - New Trends and Individualization | Jon Slezak has agreed to have San Rafael staff develop a comprehensive reading program. Included might be the new workshop in Great Books. | K-8 | TBA |
| 2. Diagnostic/Prescriptive Reading Techniques | A repeat of the overwhelmingly successfuly 1976 offering. Excellent evaluation | K-8 | Thursday, Friday, September 29, 30<br>Dominican College<br>9-4 (released time) |

| Activity | Description, Information | Grades | Date, Place, Time |
|---|---|---|---|
| [illegible]t | | | |
| 1. Hands on Techniques | A variety of teachers and local artists will present and display art ideas that can be immediately used in the classroom. | K-8 | Mondays; Oct. 10, Nov. 14 San Rafael 3:15 p.m. - 5:00 p.m. |
| [illegible]thematics | | | |
| 1. Games and techniques related to math materials. | The author of Workjobs will discuss and apply the philosophy behind her book while supplying the materials and expertise needed to complete twenty workjobs<br><br>Mary Baratta-Lorton and the staff of the Center for Innovation in Education. | K-8 | TBA |
| [illegible]cial Science | | | |
| 1. Social Studies conference | The Marin County Council for social studies will present an all day conference. Teachers, parents and librarians are invited.<br>Cost: $4.00<br>Credit: Check with your district for local credit. | K-8 | Saturday, October 15 Dominican College 8:30 a.m. - 4:00 p.m. |
| 2. I/S/I program for social studies curriculum material selection. | The Social Science Education Consortium has a 3-stage program identification of potential materials for interested districts. The 1st 2 stages are cost free, the second may be, depending upon publisher chosen. Further information will be forthcoming. | K-8 | TBA |
| [illegible]ysical Education | | | |
| 1. Skill Development and Movement Exploration | Chuck Lavaroni is awaiting a call from Marsha Allen. He will pursue conversation with A. Colombo. | K-8 | TBA |
| [illegible]ner | | | |
| 1. Teaching with Certainty in the Multi-age classroom. | A repeat of last year's successful course dealing with academic and psychological development of youngsters.<br>Credit: 1 unit, Dominican<br>Instructors: Don Cline, Dr. R.Ponzio | K-8 | Mondays, Sept. 26 - November 7 Strawberry Pt. School 3:15 p.m. - 5:45 p.m. |
| | | | |

| Activity | Description, Information | Grades | Date, Place, Time |
|---|---|---|---|
| 2. Understanding Development of Self-Esteem | Repeated by popular demand. Credit: 3 units, Dominican Instructor: Karen Patterson | K-8 | Tuesdays, Sept. 2 Jan. 31. Mill Valley 7:00 p.m. - 9:30 |
| . Learning Center | Paul Russo will contact Joyce Pederson at 388-7744 | K-6 | TBA |
| . How to Turn on Before You Turn off. | A one day intensive workshop utilizing experts in the area of individualization. 8 to 10 sections will be offered. A TEAM application will hopefully cover funding. | K-8 | Tuesday, Aug. 30 Dominican All Day |
| 5. Record Keeping for Individualized Programs | A Sausalito representative will coordinate with Jon Slezak of San Rafael and Gene Turtle of the County. The purpose will be to demonstrate simple, efficient record keeping procedures for ECE and other programs | K-6 | TBA |
| . Behavior Modification | Doris Clopper will discuss, demonstrate and evaluate various behavior modification methods. Guest speakers will be included. Credit: 1 unit, Dominican | K-8 | Tuesdays, Jan. 10 Feb. 7. Dominican 7:00p.m. - 10:00 |
| . Science Experiments to Supplement the Elementary Classroom | Simple science experiements and and explanation of various supplementary science programs will be explained, analyzed, and demonstrated. | K-8 | TBA |
| . Piaget in the Classroom | Joanne Ruddue is working out a course with Mary Collins | K-8 | TBA |
| . International Piagetan Conference | Highly recommended Credit: 3 at $45.00 a unit | K-8 | Sun. - Tues. Aug. 28, 29, 30 Stanford Universi |

## APPENDIX QQ

**Sample of Course Content for Berkeley/Bay Area Writing Project**

The UC BERKELEY/Bay Area Writing Project

PROJECT COMPONENTS, 1976-1979

The UC Berkeley funding to date has enabled the Writing Project to develop from a Summer Institute into the first phase of the center for the teaching of writing which we had originally conceived. University funding has considerably increased during the past two years; however, to strengthen essential dimensions of our existing project and to extend our university-based operations in necessary ways to the cooperating districts, schools, and teachers, additional funds are needed.

A. University-based, University-funded Components

1. Teacher/Consultant Summer Institute

An invitational program. Each summer twenty-five experienced teachers of composition, drawn from the nine counties of the Bay Area and representing every level of instruction (elementary schools, intermediate schools, junior and senior high schools, community colleges and colleges) are invited to participate in the Summer Institute as University of California Summer Fellows. Participants are given a stipend of $500 to cover registration fees and expenses, register in the UC Summer Program for Teachers and receive nine quarter units of credit.

Teachers are selected on the basis of recommendations and proven quality of teaching experience. All candidates are interviewed. The criteria for selection are exacting. The project seeks teachers who:

a. are recognized in their own schools as outstanding teachers,
b. have a special commitment to the teaching of composition and a record of effective teaching of writing,
c. are able and willing to make one or more presentations on the teaching of writing before the combined group of Summer Fellows,
d. are interested in serving the project and will commit the time necessary to serve in possible future roles as UCB/BAWP Teacher/Consultants.

## APPENDIX RR

Course Proposal for Inservice Writing Project

BAY AREA WRITING PROJECT

Proposed dates for workshops:

| | | |
|---|---|---|
| Wed. Sept 21 | Wed Jan 12 | Overview; Review of Research |
| Sept 28 | Jan 19 | Curriculum presentations and writing |
| Oct. 5 | Jan 26 | " |
| Oct 12 | Feb 2 | " |
| Oct 19 | Feb 9 | " |
| Oct 26 | Feb 16 | " |
| Nov 2 | Feb 23 | Writing assessment of student papers |
| Nov 9 | Mar 2 | " |
| Nov 16 | Mar 9 | " |
| Nov 30 | Mar 16 | Review and summary |

Place: Del Mar School, Tiburon, Rooms 12 and 13(tentative, not approved)

Time: 4-6 pm

Cost: Three consultants per meeting: 2,250. (75.00 per consultant per meeting)
plus mileage
This is based on plans for roughly 60 participants:
20: K-2
20: 3-5
20: 6-8

Depending on enrollment, this might be cut to 2 consultants per meeting:

K-4 5-8 or K-3 4-6

Once decisions have been made, a complete description of the course will be prepared for distribution to teachers in the County.

APPENDIX SS

Marin County Teacher Learning Cooperative
Summary Report
February 16, 1977

# marin county teacher learning cooperative ✡

A SUMMARY REPORT

February 16, 1977

✡ A consortium of several school districts and the Marin County Superintendent of Schools Office to carry out teacher designed inservice training activities.

# MARIN COUNTY TEACHER LEARNING COOPERATIVE

## Historical Perspective

In January, 1976 a number of Marin County elementary school districts met for the expressed purpose of exploring viable strategies for increasing joint sharing of professional growth and development activities. Because of a precipitous drop in school revenues caused by deleterious revisions in the California state financing system for schools, participating districts realized that they as isolated entities no longer possessed the requisite human, financial, and/or physical resources necessary to offer adequate in-service training activities for their diversified faculties; and, therefore, maximum cooperation and coordination of resources in this particular area was imperative.

Between January, 1976 and February, 1977, interested districts joined together and produced the Marin County Teacher Learning Cooperative (TLC), an organization whose primary purpose was the coordination, development, and implementation of various inservice activities based upon needs assessment data from teachers.

By February, 1977 formal membership in the TLC has expanded from three charter districts to ten, interdistrict sharing of workshops had taken place, new courses based on teachers interests developed and/or offered, and a working budget established. Minimum goals of the committee have not only been met, but convincingly surpassed. The ten TLC members and the 1976-77 working budget is as follows:

| | |
|---|---|
| San Rafael Elem. | $800 |
| Dixie | 800 |
| Kentfield | 800 |
| Mill Valley | 800 |
| Reed | 800 |
| Ross | 500 |
| San Anselmo | 800 |
| Sausalito | 800 |
| Shoreline (Ele.) | 500 |
| Marin County Sch. | 800 |
| 1976-77 Total | $7,400 |

District funding is based upon Average Daily Attendance with those of under 1000 ADA contributing $500 and those over 1000 ADA paying $800 as an annual membership fee.

## Philosophy and Purpose

It is the intent of the Marin County Teacher Learning Cooperative (TLC) to continue to identify, design, and implement inservice activities that will focus upon identified teacher needs. To insure maximum development of the cooperative, the following premises have been incorporated into the TLC working philosphy: one, for professional growth and development activities to have an

enduring effect on the educational environment, they must be predicated on the wants and concerns of those directly affected by them (the classroom teacher); two, individual involvement in the decision making process acts as a catalytic force for personal motivation and instructional modification; and three, the collective utilization of available physical, human, and financial resources of a number of districts will be more able to provide quantitative and qualitative activities designed to eliminate identified deficiences than those of an individual district.

Therefore, the TLC will continue to: one, be teacher planned and operated; two, incorporate the identified common needs and interests of teachers as a basis for professional growth and development activities; three, expand and diversify those activities; and four, maximize the use of presently limited resources.

Activities Developed and Offered by the TLC for 1976-77

1. Early Detection Workshop - a reading workshop designed to aid in the early identification of reading disabilities and the development of procedures to eliminate those deficiencies. For teachers preschool through eighth grade.

2. Learning Theory Workshop - a general seminar to develop a greater understanding of learning theory and its application in the classroom. For teachers preschool through eighth grade.

3. Teaching with Certainty in the Multi-age Classroom - a class designed to increase techniques and strategies for development of cognitive and affective growth in the multiage classroom. For teachers preschool through eighth grade.

4. Understanding the Development of Self-Esteem - a class designed to increase a teacher's understanding of an individual's self-esteem, its relationship to classroom performance, and strategies for enhancing its development. For teachers preschool through eighth grade.

5. The Metric System - a workshop designed to ease the classroom adjustment to the metric system. Includes basic knowledge and pedagogical techniques. For teachers preschool through eighth grade.

6. Reading Workshop Mini Units - designed as follow-up workshops for teachers who desired further instruction in reading diagnosis and prescription. For teachers preschool through eighth grade.

7. Social Science and Sciences Seminar - a discussion of current educational processes in science and social sciences by Dr. Paul Brandewein. For teachers preschool through eighth grade.

Course design and development was based on the common identified needs and interests of teachers in participating districts. A current needs assessment is in the process of being tabulated and will be used as a base for further course or workshop offerings for the fall and spring of 1977-78.

Projected Activities

It is projected that the TLC will offer the following services for the 1977-78 school year:

1. A number of courses and/or workshops based on 1976-77 needs assessment data.

2. A reoffering of successful 1976-77 courses.

3. Interdistrict coordination of local inservice activities.

4. Coordination of inservice activities by education related organizations.

Projected Budget Needs

1. Annual district dues for 1977-78 should be the same as 1976-77. A carryover balance for next year is projected to total approximately $3,400.

## APPENDIX TT

**Sample Letter Soliciting Financial Support**

# San Anselmo School District

April 1, 1977

BOARD OF TRUSTEES
MR. OLIVER L. HARLE
MR. EUGENE E. JACKS
MR. JERRY W. LLOYD
MR. J. RICHARD MURPHY, JR.
MRS. JUDITH L. VALLAS

SUPERINTENDENT
FRANK R. ELLIOTT

ASSISTANT SUPERINTENDENT
WALTER C. DOLAN

TO: ALL SUPERINTENDENTS
MARIN COUNTY SCHOOL DISTRICTS

FROM: FRANK R. ELLIOTT, SUPERINTENDENT

RE: TEACHER LEARNING CENTER (T.L.C.)

Attached is a historical prospective of courses offered by the Teacher Learning Center for the years 1975-76 and 1976-77. Projected activities for 1977-78 are detailed in the last two columns on the right. As you will note, the course offerings have increased from six offerings two years ago to 19 offerings projected for 1977-78.

The courses were developed following an extensive needs assessment of all the teachers in the participating districts.

1977-78 looks to be an active year for the Teacher Learning Center. Please plan to lend your support to the continuance of this "Grass Roots" approach to in-service training for teachers. If you have questions or comments concerning the courses or if you, as a Superintendent, feel that things should be changed, please call me and I will forward your information to the Teacher Learning Center Board of Directors.

Frank

FRE:bd

Enclosure



100 SIR FRANCIS DRAKE BOULEVARD • SAN ANSELMO • CALIFORNIA • 94960 • AREA 415 454-2162

APPENDIX UU

Marin County Teacher Learning Cooperative
Budget Report
May 1, 1977

ADMINISTRATION BUILDING
SAN RAFAEL CITY SCHOOLS
June 2, 1977

TO: MARIN TEACHER-LEARNER COOPERATIVE

FROM: JON SLEZAK

RE: BUDGET AS OF 5/31/77

Contributions from districts — 1000 ADA guideline

| | |
|---|---|
| Mill Valley | $ 800 |
| Dixie | 800 |
| Kentfield | 800 |
| Ross | 500 |
| San Anselmo | 800 |
| Sausalito | ~~800~~ 500 ? |
| Shoreline | 500 |
| Marin Co. Schools | 800 |
| San Rafael | 800 |
| | $6,600 |
| Reed ..... | 500 |
| Total: | $7,100 |
| Expenditures | $3,027 |
| Balance | ~~$3,573~~ 4,073 |

gw

## APPENDIX VV

Sample Solicitation of School Board
for
Marin County Teacher Learning Cooperative Funding
March 10, 1977

SAN ANSELMO SCHOOL DISTRICT AGENDA
REGULAR MEETING OF THE BOARD OF TRUSTEES
THURSDAY, MARCH 10, 1977, 8:00 P.M.
Library, Red Hill School, 100 Shaw Drive, San Anselmo

NO COFFEE WILL BE AVAILABLE
BECAUSE OF COST AND WATER RATIONING

1. Call to Order and Approval of Agenda

2. ADJOURN TO EXECUTIVE SESSION - Discussion of Classified and Certificated Employees' Collective Bargaining Proposals for 1976-77.
(Executive Session will be held from 8:00 p.m. to 8:30 p.m.)

BOARD TO RECONVENE AT 8:30 P.M.

3. Approval of Minutes
February 17-22, 1977
February 24, 1977

4. Special Report -- Representatives to Marin Educational Legislative Task Force, Board Representatives Melainie Mansur and Patti Somers.

5. Comments by Student Representatives to the Board

6. SPECIAL PRESENTATION -- TEACHER LEARNING COOPERATIVE
Approximately two years ago San Anselmo teachers with the support of the Administration, initiated the Teacher Learning Cooperative (T.L.C.). Presently ten Marin County School Districts share talents and finances for teacher in-service courses and workshops. T.L.C. Coordinator, Bob Balzan, has represented the District as a part of the T.L.C. steering Committee and will report to the Board on March 10. The following is a sample of T.L.C.'s 1976-77 offerings:
   1. Self Esteem Course,
   2. Metric Workshops,
   3. Teaching with Certainty in the Multi-Age Classroom,
   4. Reading Workshops,
   5. Finance Workshops.

ACTION ITEMS

7. Certificated/Classified Personnel Report
7.1 Approval of Reduction in Service in addition to Resolution No. 14-76-77 for Certificated Employees for 1977-78 School Year.
7.1.1 Adopt Resolution No. 15-76-77 determining Reduction in Service for E.C.E. Teacher and E.S.E.A.-Title I Teacher.

## APPENDIX WW

**Public Law 94-482 for Teacher Centers**

"PART A—TEACHER CORPS PROGRAM"

and by adding at the end thereof the following new part:

"PART B—TEACHER TRAINING PROGRAMS

"AUTHORIZATION OF APPROPRIATIONS

20 USC 1119.

"SEC. 531. There are authorized to be appropriated $75,000,000 for the fiscal year 1977 and for each of the fiscal years ending prior to October 1, 1979, to carry out the provisions of this part. Of the sums so appropriated for any fiscal year not less than 10 per centum shall be available for each of the programs authorized by sections 532 and 533.

"TEACHER CENTERS

Grants.
20 USC 1119a.

"SEC. 532. (a)(1) The Commissioner is authorized to make grants to local educational agencies in accordance with the provisions of this section to assist such agencies in planning, establishing, and operating teacher centers.

Teacher center.

"(2) For the purpose of this section, the term 'teacher center' means any site operated by a local educational agency (or a combination of such agencies) which serves teachers, from public and nonpublic schools of a State, or an area or community within a State, in which teachers, with the assistance of such consultants and experts as may be necessary, may—

"(A) develop and produce curricula designed to meet the educational needs of the persons in the community, area, or State being served, including the use of educational research findings or new or improved methods, practices, and techniques in the development of such curricula; and

"(B) provide training to improve the skills of teachers to enable such teachers to meet better the special educational needs of persons such teachers serve, and to familiarize such teachers with developments in curriculum development and educational research, including the manner in which the research can be used to improve their teaching skills.

"(b) Each teacher center shall be operated under the supervision of a teacher center policy board, the majority of which is representative of elementary and secondary classroom teachers to be served by such center fairly reflecting the make-up of all schoolteachers, including special education and vocational education teachers. Such board shall also include individuals representative of, or designated by, the school board of the local educational agency served by such center, and at least one representative designated by the institutions of higher education (with departments or schools of education) located in the area.

Application.

"(c)(1) Any local educational agency desiring to receive a grant under this section shall make application therefor at such time, in such manner, and containing or accompanied by such information, as the Commissioner may by regulation require. Each application shall be submitted through the State educational agency of the State in which the applicant is located. Each such State agency shall review the application, make comments thereon, and recommend each application the State agency finds should be approved. Only applications so recommended shall be transmitted to the Commissioner for his —s prov—

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"(2) Any local educational agency which has submitted an application in accordance with paragraph (1) of this subsection which is dissatisfied with the action of the appropriate State educational agency may petition the Commissioner to request further consideration by the State educational agency.

"(d) In approving any application under this section, the Commissioner shall insure that there is adequate provision for the furnishing of technical assistance to, and dissemination of information derived from, the proposed teacher center by the appropriate State educational agency. Such State agency shall be adequately compensated by the Commissioner for such review of applications, recommendations, submissions, technical assistance, and dissemination services.

"(e) Any local educational agency having an application approved under this section may contract with an institution of higher education to carry out activities under, or provide technical assistance in connection with, such application.

"(f) Notwithstanding the provisions of subsection (a)(1) of this section with respect to the requirement that teacher centers be operated by local educational agencies, 10 per centum of the funds expended under this section may be expended directly by the Commissioner to make grants to institutions of higher education to operate teacher centers, subject to the other provisions of this section.

"TRAINING FOR HIGHER EDUCATION PERSONNEL

Grants.
20 USC 1119a-1.

"SEC. 533. (a) The Commissioner is authorized to make grants to institutions of higher education to assist such institutions in the training of individuals—

"(1) preparing to serve as teachers, including guidance and counseling personnel, administrative personnel, or education specialists in institutions of higher education if such individuals are (A) from cultural or educational backgrounds which have hindered such individuals in achieving success in the field of education, or (B) preparing to serve in educational programs designed to meet the special needs of students from such backgrounds; or

"(2) serving as teachers, including guidance and counseling personnel, administrative personnel, or education specialists in institutions of higher education, if such individuals are to be trained to meet changing personnel needs, such as in areas determined to be national priority areas pursuant to section 532 of this title.

"(b) Grants made under this section may be used only to assist in paying the cost of courses of training or study, including short term or regular institutes, symposia or other inservice training, for teachers, including guidance and counseling personnel, administrative personnel, or educational specialists in institutions of higher education.".

PART F—FINANCIAL ASSISTANCE FOR THE IMPROVEMENT OF UNDERGRADUATE INSTRUCTION

EXTENSION OF AUTHORIZATION

SEC. 156. (a) Section 601(b) of the Act is amended by striking out that part of the text thereof which precedes "to enable" and inserting in lieu thereof the following: "There are authorized to be appropriated $[illegible],000,000 for [illegible]ach of the fiscal years ending prior to October 1, 19[illegible],".

20 USC 1121.

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APPENDIX XX

Teacher Learning Cooperative Proposal
for
TEAM Funding
1977-78

OFFICE OF CURRICULUM SERVICES
California State Department of Education
721 Capitol Mall, Sacramento 95814

TRAINING for EXPERTISE in ADVANCED METHODOLOGY (T E A M)

## APPLICATION FOR CONSULTANT SERVICES
### GENERAL CURRICULUM AREAS

Applicant agency Marin County Superintendent of Schools Office (Marin County Teacher Learning Cooperative)

Mailing address 201 Tamal Vista Blvd.

City Corte Madera ZIP Code 94925 County Marin

Superintendent Dr. Virgil S. Mollis Phone (415) 924-9500 12,11
area code number ext.

Project director Joseph H. Dembart Title Director, Children's Centers and Preschool Education Programs

Address 201 Tamal Vista, Corte Madera 94925 Phone (415 924-9500 68,69
area code number ext.

I. IDENTIFICATION OF SERVICES REQUESTED (Check applicable items)

A. School level Preschool to 8 Subject area Individualized Instruction and others

B. Services are requested for the purpose of:

1. Inservice education, which may include:

a. Demonstration of new methods, content, techniques, and equipment x

b. Review of recent curriculum trends x

c. Staff orientation to new programs, purposes, and content x

d. Other (specify)

2. Program planning and evaluation, which may include:

a. Review and evaluation of present program

b. Review of new programs or curriculum development x

c. Identification of educational problems and selection of solutions

d. Definition of program objectives

e. Other (specify)

C. Estimated number of consultant days required to provide service 20

D. Estimated total cost of project $2,000 District share $1,000 State share $1,000

E. Approximate dates of service Late August 1977 and April 1978

F. If this is a cooperative project, identify cooperating districts and give evidence of LEAs involvement. Letter of intent attached. Dixie, Kentfield, Larkspur, Novato, Ross, San Anselmo, San Rafael, Sausalito and Marin County Superintendent of Schools Office Programs.

Rev. 1/15/77

## APPENDIX YY

**Sample of Application for Teachers' Center Exchange Mini-Awards**

Teachers Centers Exchange

GUIDELINES FOR 1977 MINI-AWARDS APPLICANTS

Background and Purposes of Awards:

The Teachers' Centers Exchange is an information center facilitating give-and-take communications among teachers' centers and other staff development programs which share common premises and purposes about teachers' and children's learning:

Premises:

Teachers must be more than technicians, must continue to be learners. Long-lasting improvements in education will come through inservice programs that identify individual starting points for learning in each teacher; build on teachers' motivation to take more, not less, responsibility for curriculum and instruction decisions in the school and the classroom; and welcome teachers to participate in the design of professional development programs.

Purposes:

Amidst a rich variety of programming, setting, style, and structure of teachers' centers, we observe common purposes:

1. To respond to teachers' own definitions of their continuing learning needs with assistance and instruction that helps teachers enrich and activate the learning experience of the children in their own classrooms.

2. To provide an environment where teachers may come to work on materials or projects for their classrooms, receive instruction individually and together, and teach and encourage each other.

3. To advise and assist teachers in their schools, working in the spirit of finding the teachers' own starting points for improvement.



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The Exchange is supported by the National Institute of Education (Group on School Capacity for Problem Solving) to pursue several purposes: strengthen the communication links existing among a natural, interactive network of experienced teachers' centers*; assist network members in giving personal help to those wishing to start teachers' centers; and study the process and effects of facilitating efforts within a network.

Funds for mini-awards have been set aside to make it possible for centers sharing premises and purposes similar to those stated above to continue and extend the learning and teaching communications which they have initiated on their own energy; in other words, to maintain and extend the network. A mini-award is expected not only to assist the recipient but to help us carry out our research into the dynamics of the teachers' centers network. The majority of awards will be for travel to maintain personal communications within the network. Amounts will usually range from $200 to $800. A few awards of more than $1000 may be made. These will necessitate federal clearance requiring at least several weeks.

Mini-awards will be granted for the following purposes:

1. To strengthen an individual center by increasing its communications (especially face-to-face interactions) with one or more centers in the teachers' centers network.

2. To strengthen an individual center by improving its programming, self-assessment, and/or local influence.

3. To strengthen the network by focusing several centers' efforts on a joint problem or issue.

4. To extend the network by bringing newcomers who share teachers' centers purposes and premises into communication with experienced members of the teachers' centers network.

*By "natural, interactive network" we mean an informal and physically dispersed group of people who voluntarily initiate and maintain personalized communications on the basis of shared beliefs and goals (such as those stated as "purposes and premises" above), for purposes of easily and quickly gaining practical professional information and assistance. Such a network is built on members' giving as well as taking, and it is defined by deeper mutualities than a common source of funding.

## APPENDIX ZZ

**Marin County Teacher Learning Cooperative**
**Mini-Award Proposal**

Hidden Valley School
1 Green Valley Court
San Anselmo, California 94960
January 20, 1977

Jean Sims
Teachers' Centers Exchange
Far West Laboratory
1855 Folsom Street
San Francisco, Calif. 94103

Dear Ms. Sims:

I, for the past two years, have served as chairperson and secretary for the Marin County Teacher Learning Cooperative (TLC). As chairperson for the San Anselmo In-Service Committee and the fledgling Marin County TLC, I have helped coordinate developmental strategy sessions for teacher in-service planning in Marin County with Amity Buxton of the Oakland Teacher Shelter and Francesca Middleton of the San Francisco City School's Teacher Learning Center.

The explicit intent of the Marin County TLC was to develop and implement a functional in-service framework that would: one, be teacher planned and operated; two, incorporate the indentified needs and interest of teachers as a basis for professional growth and development activities; three, expand and diversify those activities; and four, maximize and coordinate the use of presently limited economic, physical, and human resources of the smaller Marin County School districts.

To date we have been fairly successful in offering a number of courses and workshops predicated on the identified needs of a majority of teachers in participating Marin County districts (n=9). However, for a variety of political as well as economic reasons we have not been able to develop a permanent TLC center as we once envisioned. Such a center was of highest priority amongst polled teachers and was to include an area for workshops and/or classes, an instructional materials display and checkout center, and an instructional materials workroom.

It would therefore strengthen our particular TLC if one or more of our participants had the opportunity to visit a Teacher Center whose members were an amalgam of smaller districts in a suburban area. Such a visitation might give us insight into different strategies and organizational patterns that would allow us to expand our TLC offerings and come closer to our projected center. Relative strategies and patterns could be brought back to the TLC advisory board and incorporated into our planning for the 1977-78 school year. Since all activities and planning procedures are included in the TLC agendas and minutes, record keeping as such would be a simple task. Intermediate and terminal progress reports would be sent to the Teachers' Centers Exchange for either review or publication.

Based on our telephone conversation of January 20, 1977, if this proposal were accepted in c ncept, Far West Lab would identify the conference and/or district to visit and the number of members allowed to attend Budgetary information would then be forthcoming.

Enclosed are sample informational papers regarding TLC history, assessment, coordination, evaluation, and class offerings.

Thank you for your consideration.

Sincerely,

Robert A. Balzan

# APPENDIX AAA

Marin County Teacher Learning Cooperative
Reports to Far West Laboratory
for
Educational Research and Development

# Developing Models for Teacher Learning Centers

## A Review

Prepared for

Jean Sims

Teachers' Center Exchange

Far West Laboratory

June, 1977

Robert A. Balzan

Marin County Teacher
Learning Cooperative

The proposed purpose of the visitation and conference schedule to Massachusetts and Connecticut was the acquisition of process strategies that would enable the Marin County Teacher Learning Cooperative (TLC) to continue as a viable center for professional growth and development activities. While the designated objective was not entirely accomplished, a number of residual effects made the endeavor both a worthwhile and stimulating experience.

The first visitation was to the Children's Museum Resource Center, a private entity that offers a wide range of educational materials and services in the arts, sciences, and social sciences to neighboring schools and educationally oriented community organizations. While the initial history of the Center was analogous to the TLC's, the ensuing course of action was drastically different. First, being a private enterprise, it was not dependent upon or tied to any particular school system; therefore, courses did not emanate from the professed needs and interests of teachers, but, rather, were contingent on the interests and strengths of the center's staff.

Conversations with staff members indicated that heavy emphasis was placed on working with a variety of community groups in the science and human relations areas. Elementary and secondary schools desirous of specific help could contact for services.

Numerous workshops were available and often offered in conjunction with the local colleges. While the colleges would concern themselves with the more abstract elements of education, the Center would work with the more practical implementation strategies.

Though the Center appeared to serve a more diverse population and had a different funding base than the Marin County Teacher Learning Cooperative, a number of items might be applicable to the TLC structure:

one, a permanent facility would enable the TLC to house, display, and disseminate a number of educational kits and materials relevant to different aspects of the curriculum.

two, such a facility would benefit Marin districts by providing an area in which children and teachers could be brought to the center to work on predetermined activities.

three, an area of storage for recycled material could be used to service all teachers, particularly those in the preschool and primary grades.

four, an eventual expansion of the population serviced would enhance the TLC's stature as an educational and not just schooling facility.

A second stop was made at the Teacher Center Brookline, Boston, Massachusetts. The Teacher Center was similar to the Marin County TLC in that it was designed, developed, and implemented by teachers in response to their own need for continual learning. Its origin came from a small cadre of Brookline teachers who met as a support group to share experiences and ideas; and to extend, enrich,

and individualize their approaches to teaching. Also like the TLC, the center realized the necessity of having a permanent place to meet, work, and observe. This was accomplished by soliciting and gaining the support of the Brookline Superintendent of Schools. A place was found in the administration building and ingeniously used to service a myriad of teacher needs. Funding was accrued from a variety of district budget categories including the Brookline Teacher and Administrator Training Fund, the Directors of Instruction budget, the School Principal's fund, and the Massachusetts Teacher Association.Part of this was allocated to the hiring of a resource teacher who served in a directing capacity. She, in turn, was aided by a paid part time staff as well as a plethora of volunteer time.

While the initial impetus for the Brookline Center, the socioeconomic background of the community, and the size and professional training of its teachers were similar to the TLC, there were also major differences that made the management of the Brookline Center easier than that of the TLC. First, the urban density of the district made for simpler access to the Center, enabling more teachers to take advantage of its facilities;second, the hiring of a director gave the Center an extremely competent individual who was able to concentrate her efforts on the organization, implementation and funding of various professional growth and development activities, including a systematic working with individual staffs and teachers.

Muffy Paradise, the director, was more than willing to share organizational schemes, project writing suggestions, activity ideas, and to discuss solutions to problems endemic to the Marin County TLC.

A third visitation was made to the Teacher Center, Inc., New Haven, Connecticut. The Center designates itself as an independent, non-profit, resource, support, and advisory center for New Haven community members interested in educational innovation. Like the Resource Center of the Children's Museum,it services an expanded urban population which includes teachers, scouts, and social service groups. It,too,grew out of the particular concerns and interest of local teachers.

Of particular interest was its underlying premise that teaching "is a lonely profession" which isolates individualsfrom their peer groups and the opportunity to talk out problems, frustrations, or even triumphs. Therefore, by establishing a drop-in center, a program of workshops, and in-class advise, the center was able to offer a multitude of opportunities for teachers to meet, share ideas, and learn from others sympathetic to their concerns.

Activity development was also of interest. Corky Levine, the director, believed that such a center should not only reflect the needs of its participants, but also provide leadership and direction for problems that the community and teachers faced but perhaps were not aware of. Therefore, many activities were directed toward interpersonal communication and identity development. Other activities came from specific teacher requests for curricular materials, ideas of space useage, books,and various ideas leading to practical teaching strategies.

Items that might aid the Marin County TLC include:

one, the need of a facility for teachers to get together to share ideas, troubles, and develop themselves as individuals.

two, the need for the TLC to offer inservice within the schools and to incorporate systematic on-site followups, if desired, to workshops or courses.

three, the need for at least a part time director to organize, coordinate, and develop a wide range of professional growth and development activities.

four, the contacting of visiting speakers to the neighboring institutions of higher learning for the expressed purpose of perhaps sharing themselves with a different population made of TLC members.

By this time, I was impressed by the quality and amount of services offered by the centers I had visited and rather despondent over the limitations of the TLC. However, Vincent Rogers, the keynote speaker and Co-Director of the Center of Open Education, University of Connecticut, soon changed my latter mood. According to Rogers, there were seven primary causes for the continuing dissatisfaction with contemporary modes for inservice: one, the inadequacies in existing approaches; two, the lack of college responsiveness to the needs of their constituencies; three, the dearth of input by teachers; four, the paucity of utilization of the talents of classroom teachers; five, the non-response to the growth of teachers as people; six, the emphasis on defective rather than positive perspectives; and six, the stimulation of teachers who no longer need credits but desire relevant change. A quick analysis of the TLC indicated that its activities were directed toward ameliorating all of these inactivities; and if progress was slow, it was still in evidence.

Also of value at the conference was the opportunity to exchange ideas, problems, and successes with representatives from New York, North Dakota, Iowa, and other centers. Much of our TLC materials regarding by-laws, evaluation, needs assessment, and course development was taken by interested teacher center members.

As far as the rest of the seminars were concerned, the oral content of the presenters appeared not to be as relevant, but the printed materials will serve as valuable sources of data. These include items on the effectiveness of Teacher Centers as measured by research studies, writing for federal and private grants, whom to contact and what procedures to use for the most recent federal money, making teacher centers more relevant to the junior high population, and a competency based approach to inservice.

In summary, the trip was enjoyable, worthwhile, and stimulating. Pertinent modifications for the existing TLC are enumerated above. Of highest priority are: one, the need for a permanent center; two, the need for extending followup of activities into the schools and classrooms; three, the better utilization of available scrap materials; and four, the procurement of a paid, part time director.

REPORT OF ST. LOUIS TEACHER CENTER EXCHANGE WORKPARTY

by Karen Patterson
June, 1977

On June 13-15, I attended a Teacher Center Exchange workparty at the Teacher Center in St. Louis, Missouri. The Teacher Center Exchange is one part of Far West Laboratories.

During the 2½ days, the time was broken up into seven sessions or conversations. At each time period, we had our choice of one out of three offerings. I took part in the following sessions:

1) Joining with a Local School District or University

2) Evaluation and Needs Assessment

3) Funding

4) Survival as a Non Profit Organization

5) Management and Organization of a Center

6) Advisory Boards - Governance of a Center

7) Public Relations - Community Development.

While all the sessions were productive for me, the ones on Funding and Survival as a Non-Profit Organization were most relevant to where we are now. We are at a crossroads in our development. We have enlarged to the point where we need a person to organize, administer and coordinate the many varied offerings which grew out of our needs assessment. We are considering the big question (right along with almost every other Teacher Center) of where do we get more funding?

We are a group that grew out of the public school system. We could continue on that basis, applying for federal monies and/or private grant funds to get our place and our person. In North Dakota, Vito Perrone at the University of North Dakota coordinated and wrote a proposal to the Bush Foundation. They were funded $500,000 to set up five teacher centers around the state. In addition, these centers will receive NDEA support, state support and support from the University of North Dakota. The Bush Grant is for five years with gradually declining support written in. It is planned that once "start up" costs are met, that the financial need will not be so great and funding will be made through local resources.

Federal funding is, as I suspected, not a good basket to put all the eggs in. Almost always, there is a limited time on funding, and regulations to adhere to. Also, the tendency is to be lulled into a false sense of security.

Some teacher centers which began with Federal or public funds, have changed over to Non-Profit Corporation status. Some others began that way and are continuing. Finances in these cases come from, in addition to grant monies, contracts with school districts, memberships, sales of books and materials, donations of money or services from local businesses. Selling memberships, books and materials probably rules out the possibility of using a school site for housing

or school district funds, except by contract for support.

During these discussions, I got lots of good information on grants, sources and procedures. At an early meeting in the fall, if we discuss the topic of funding, a place and money to pay for that and a person - I can go into more detail.

I received lots of validation for the way we operate as an advisory board. In fact, we should all congratulate ourselves that we have done as much as we have with no paid staff. Whether a center is part of a school system or outside of it, it cannot be successful without teacher input. Usually, this is done through an advisory board consisting mainly of teachers. More and more advisories are beginning to include community people; businessmen and/or parents. This practice has been very successful in building community-education relations. Some Centers now consider such representation on their board ESSENTIAL.

As a result of this workparty, our cooperative is now part of a "rural" network of Teacher Centers. We will be in communication with one another about common problems and current developments. We all have many school districts and towns which we serve so we may be able to be of real assistance to one another.

I have returned with some publications which would be of interest to many of you.

Teachers' Centers Exchange Directory
Jeanne Lance and Ruth Kraitzman, April, 1977.

Is There Life after Seed Money?
Harriet Bograd, May 1976.

The Teacher Center Exchange is doing a valuable service in bringing so many people together to share plans and problems. The movement to establish Teachers Centers is proving to be successful and worthwhile to teachers, students and education in general, I believe.

## APPENDIX BBB

**Outside Evaluation of Reading Diagnostic/Prescriptive Workshop**

# WORKSHOP EVALUATION SUMMARY

Topic: Reading with focus on early detection and procedures to help children read successfully.
Consultants: Mary Crosby, Lenore Sleisenger, Sue Greenberger.
Date: Sept. 30-Oct. 1,'76.
Place: Dominican College Library.

Overall Rating: Content-Outstanding; Organization-Very Good;
Attend.=40. Instructors-Outstanding.

Positive Feedback: This workshop provided the participants with a practical knowledge of diagnostic tools, alternate teaching strategies and curriculum materials for reading. The balance between the differing points of view of the consultants was stimulating and left many people with a positive feeling of open-ended inquiry.

Considering the breadth of the topic, it was felt that the time was well organized, allowing for audience input and a generally relaxed atmosphere. Dividing the group into two sections which rotated instructors and times was seen as effective.

The instructors were well prepared experts who developed rapport, led motivating discussion and interjected humor into their topics. Lenore Sleisenger received superior evaluations: She was extremely well organized, based her information on her own wealth of experiences and placed adequate emphasis on each aspect of reading: assessment, techniques and materials. Mary Crosby and Sue Greenberger were able to relate specific, practical information about diagnosis and remediation but were criticized for placing too much weight on materials as being the answer to reading problems.

Suggestions: In general, the participants felt that they could have gained even more information if they had been grouped according to grade level clusters (K-2, Jr.High, etc.) and types of special teachers (Reading, Self-Contained, etc.) . A pre-workshop questionnaire, circulated to those able to attend, could have given the consultants this input. In publicizing the workshop, an overview outline including objectives was suggested to enable individuals to determine if the workshop would enhance their levels of competency. A notice regarding materials to bring to the workshop would have been helpful. Handouts listing materials displayed and bibliographies were requested. Publicity for the workshop might have been more effective.

Five out of fourty teachers received a workshop description in their school mailboxes and five teachers were contacted by their school representatives. Approximately half of the teachers were directly selected by their principals. The remaining participants were chosen by district level personnel. If the intent of the channels of publicity was to limit the size of the workshop, then it was successful. If the intent was to gather as many interested teachers as possible, then perhaps greater emphasis might be placed on direct publicity through teachers' mailboxes and teacher representatives.

There was great demand for follow-up of the reading workshop. Suggested times were: weekends, the first week of summer vacation, three hours once each month, and mid-year. One practical idea was to coordinate a reading materials workshop with the instructional materials display at the Civic Center in September. Release time was appreciated by many teachers. Because release time was not practical for all districts involved, and because many participants felt overloaded with information given in such a short time, perhaps one solution would be to have the follow-up workshops spread out to two hours a week after school for one month. Example: Oct. 4-6th each Tues.

Mary Allaire

MS. MARY L. ALLAIRE, M. S.
LEARNING DISABILITY SPECIALIST
DIAGNOSIS, REMEDIATION, CONSULTATION

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## APPENDIX CCC

Evaluation Letter for Teaching with Certainty
in the
Multiage Classroom

# Mill Valley School District

POST OFFICE BOX 313 · MILL VALLEY, CALIFORNIA

February 28, 1977

MEMORANDUM

TO: Robert Balzan, Chairman, T.L.C.
San Anselmo School District

FROM: David S. Martin, Director of Curriculum
Mill Valley School District

As you requested, we took a survey of the participants in the Multi-Age Teaching Course regarding whether or not they thought the course should be offered next Fall to new participants. All fourteen of the current participants recommended that it be offered, perhaps with a focus on classroom management and relationships between student and student, and teacher and student.

Thanks again for putting me on early at the February 24th meeting.

DSM/jgh

c.c. Joseph H. Denhart, Director
Children's Center/Preschool Education Programs